UNDERGRADUATE EDUCATION COMMITTEE (UEC)
September 28, 2012 - 10am-12pm
Abbotsford campus - Room A225

AGENDA

1. ELECTION OF CHAIR
   1.1. MOTION: To accept S. Patridge as Chair of UEC for 2012/13.

2. APPROVAL OF THE AGENDA
   2.1. MOTION: To approve the agenda as presented.

3. APPROVAL OF UEC MINUTES
   3.1. UEC draft minutes: August 24, 2012
        MOTION: To approve the draft minutes as presented.

4. COURSE OUTLINES
   The following courses are ready for publication following UEC approval. Official course outlines are available online at http://www.ufv.ca/calendar/courseoutlines/uec/.

4.1. Biology
     New course: BIO 315, Equine Biology

8-10
     MOTION: To approve the new BIO 315 course outline as presented.

4.2. Chemistry
     New course: CHEM 325, Inorganic Chemistry Laboratory
     Changes to credits, total hours, and course content (removal of lab): CHEM 321
     Changes to credits, total hours, and course content (removal of lab): CHEM 421

11-21
     MOTION: To approve the Chemistry course outlines as presented.

4.3. Geography
     Review with changes: GEOG 346
     Changes including new cross-listing as GDS: GEOG 340/GDS 340
     Review with changes including prerequisites: GEOG 402

22-46
Review with changes including prerequisites and total hours: GEOG 470
Revisions: GDS 100

MOTION: To approve the Geography course outlines as presented.

4.4. Indigenous Studies Centre
New cross-listed course: IPK 444/ANTH 444/SOC 444, Indigenous Methodologies
New cross-listed course: IPK 477/BIO 477, Traditional Ecological Knowledges
New course: IPK 486, Worldviews of Indigenous Peoples in North America
Revisions including prerequisites, total hours, and new cross-listing as POSC:
IPK 331/POSC 336

MOTION: To approve the IPK course outlines as presented.

4.5. Mathematics and Statistics
Changes including prerequisites and total hours: MATH 440

MOTION: To approve the MATH 440 course outline as presented.

4.6. Visual Arts
Review with changes: VA 180
Review with changes including title and prerequisites: VA 371

MOTION: To approve the Visual Arts course outlines as presented.

5. PROGRAMS

5.1. Chemistry
Change to program: Chemistry minor

MOTION: To approve the addition of MATH 118 as an alternative in the Chemistry minor as presented.

5.2. English
Change to programs: English majors, extended minor, and minor

MOTION: To approve the changes to the English major English Literature, Creative Writing, Drama, and Writing and Rhetoric concentrations as presented.

MOTION: To approve the changes to the English extended minor and minor as presented.

5.3. Geography
Change to programs: Physical Geography major and Honours
Change to programs: Geography Honours, major (no concentration and International Studies concentration), and extended minor
MOTION: To approve changes to the Physical Geography major and Honours requirements as presented.

MOTION: To approve the removal of GEOG 250 as an alternative in the Geography Honours, major (no concentration), major (International Studies concentration), and extended minor as presented.

5.4. **Fine Arts**

*Change to program:* Bachelor of Fine Arts: addition of Co-op option

MOTION: To approve the addition of a Co-op option to the Bachelor of Fine Arts as presented.

6. **OTHER BUSINESS/DISCUSSION ITEMS**

6.1. **Undergraduate Course and Program Approval policy** - C. Dahl

MOTION: To approve the revised Undergraduate Course and Program Approval policy.

6.2. **Short programs** - C. Dahl

6.3. **Transfer subcommittee**

6.4. **Policy subcommittee**

6.5. **Course approval process:** Delegation of authority from Senate to UEC

MOTION: To request that Senate delegate the authority to approve new courses and course changes to UEC.

7. **INFORMATION ITEMS**

7.1. **Rules for the conduct of business:** Update to attendance section

7.2. **Trades and Technology**

Professional Cook program: Addition of apprenticeship program

8. **ADJOURNMENT**
1. APPROVAL OF THE AGENDA

MOTION: To approve the agenda as presented.

S. Pattridge/R. McLeod

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: June 22, 2012

MOTION: To approve the draft minutes as presented.

E. Spalding/S. Pattridge

3. COURSES AND PROGRAMS

3.1. Trades and Technology

Change to program: Automotive Collision Repair and Refinishing certificate

There were some concerns regarding the approval process for these items, which were approved by the Trades and Technology Faculty Council (TTFC) via e-mail. Although the Faculty Councils are not Senate standing committees and so not subject to the same Rules for the Conduct of Business (which stipulate that motions must be decided by in-person votes), the TTFC’s terms of reference indicate that “business will normally be carried out at regularly scheduled council meetings where there is a quorum”.

The UFV Secretariat recommended that UEC consider these proposals, but that the TTFC ratify the decisions at an in-person meeting and inform UEC when the proposals have been formally approved. R. McLeod indicated that the TTFC has not met since the early spring, and that some of these items have been on several cancelled agendas.
Although UEC members agreed to consider these items, UEC will no longer accept items that have been approved by e-mail unless the committee's terms of reference specifically allow this.

**MOTION:**
To approve the changes to the Automotive Collision Repair and Refinishing certificate completion report as presented, subject to ratification by the Trades and Technology Faculty Council.

R. McLeod/M. Bos-Chan

### 3.2. Change to program: Electrical Work certificate (Entry Level Trades Training)

R. McLeod indicated that the changes include a reduction in the duration of the program, from 34 to 24 weeks. This will bring UFV's program into line with other programs in the province which offer the same credential. J. English indicated that this should not affect student loan eligibility.

**MOTION:**
To approve the changes to the Electrical Entry Level Trades Training program, including a name change from Electrical Work certificate to Construction Electrician certificate, as presented and subject to ratification by the Trades and Technology Faculty Council.

S. Patridge/J. Larsen

### 3.3. New course: AGRI 310, Directed Studies

Several aspects of this course and the 400-level course were discussed, with recommendations for changes. Specifically, the prerequisites as stated ("two semesters of agriculture or equivalent") are problematic, and should include a specific number of courses.

It was also noted that Directed Studies courses are typically numbered in the 90s (although this is more a convention than a requirement), and that the title should be more specific than "Directed Studies". Several editorial changes to the learning outcomes were also suggested. J. English agreed to these changes.

**MOTION:**
To approve the new AGRI 390 course outline as amended, subject to ratification by the Trades and Technology Faculty Council:
- Course number changed from AGRI 310 to AGRI 390
- Title changed to "Directed Studies in Agriculture"
- Prerequisites changed as follows: Two semesters of agriculture or equivalent 30 credits that apply to an Agriculture program
- Editorial changes to learning outcomes

R. McLeod/E. Spalding

### 3.4. New course: AGRI 410, Directed Studies

The changes made to the 300-level course should also be made to this course. In addition, UEC members were concerned that the learning outcomes for this
course are identical to those of AGRI 390, with no indication that a higher level of work will be required. UEC requested that the TTFC include a note in the course description that this course will take place at a higher level that AGRI 390.

**MOTION:**
To approve the new AGRI 490 course outline as amended, subject to ratification by the Trades and Technology Faculty Council:
- Course number changed from AGRI 410 to AGRI 490
- Title changed to "Directed Studies in Agriculture"
- Prerequisites changed as follows: *Four semesters of agriculture or equivalent 60 credits that apply to an Agriculture program*
- Editorial changes to learning outcomes
- Note to be added to the course description indicating a higher level of work than AGRI 390

R. Colwell/R. McLeod

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Election of Chair and Vice-chair

S. Pattridge reminded UEC that the chair will also become a member of APPC, and is responsible for representing items at Senate (or designating someone for this role). It would be ideal if the responsibilities can be split between the chair and vice-chair.

There were no volunteers for the position of chair. This will be revisited at the next meeting.

S. Pattridge nominated M. Bos-Chan as Vice-chair, and the nomination was accepted.

4.2. Program and course approval processes and guidelines

A new Program and Course Approval Processes and Guidelines document has been created, which should help to explain the new policy. This will be distributed to department heads and assistants at the UEC Orientation following the UEC meeting.

4.3. Standards for new program development

C. Dahl distributed information on program development standards and the proposal template for new undergraduate degree programs, and reviewed the flowchart for approval at the Ministry level.

C. Dahl also suggested the creation of a subcommittee to consider the standards for shorter programs such as certificates, as there are fewer standards for the creation of these programs.

4.4. Transfer subcommittee and membership

UEC previously passed a motion that the Transfer subcommittee be granted
authority to make decisions on transfer requests, but did not formally specify where these requests should initially be sent.

**MOTION:**
That transfer requests be sent directly to the Transfer subcommittee.

S. Patridge/E. Spalding

5. **INFORMATION ITEMS**

5.1. Student Aid BC program eligibility

5.2. UEC membership and quorum information

5.3. 2012/13 UEC meeting schedule

6. **ADJOURNMENT**

The meeting was adjourned at 11:17 am.
MEMORANDUM

TO: UEC

FROM: Sharon Gillies, Biology Department Head

DATE: February 20, 2012

SUBJECT: BIO 315, New Course

Description:
The Biology Department requests consultation on the attached new course, BIO 315. Previously this course has been offered as BIO 420e (Special Topics in Biology).

Rational:
Due to the frequent offering of this course we would like to officially assign a topic & course number. This course has been changed from a 4th year to a 3rd year course as it is not a seminar course and is more suitable as a 3rd year course.

Implementation Date:
September 2012
# BIO 315: Equine Biology

**COURSE NAME/NUMBER:** BIO 315  
**FACULTY/DEPARTMENT:** Biology  
**UFV CREDITS:** 3

## COURSE DESCRIPTIVE TITLE

This course relates basic biology and biochemistry to applied principles and problems in the management of the domestic equine. Metabolism, nutrition, locomotion, genetics, reproductive and digestive anatomy, and physiology will be discussed, as well as common ailments of the horse.

## PREREQUISITES:

Any three biology courses numbered 200 or above, or AGRI 238, or permission of the instructor.

## COREQUISITES:

-NONE-

## SYNONYMOUS COURSE(S):

- (a) Replaces: BIO 420E  
- (b) Cross-listed with:  
- (c) Cannot take: BIO 420E for further credit.

## SERVICE COURSE TO:

(department/program)

## TOTAL HOURS PER TERM: 60

### STRUCTURE OF HOURS:

- Lectures: 40 Hrs  
- Seminar: 20 Hrs  
- Laboratory:  
- Field experience:  
- Student directed learning:  
- Other (specify): student seminar: 

## TRAINING DAY-BASED INSTRUCTION:

- Length of course:  
- Hours per day:  
- Other:  
  - Maximum enrolment: 36  
  - 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 ☐

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**Course designer(s):** Ernest Kroeker  
**Department Head:** Sharon Gillies  
**Date approved:** January 20, 2010  
**Supporting area consultation**  
**Date of meeting:** January 29, 2010  
**Curriculum Committee chair:** David Fenske  
**Date approved:** June 22, 2012  
**Dean/Associate VP:** Lucy Lee  
**Date approved:** September 7, 2012  
**Undergraduate Education Committee (UEC) approval**  
**Date of meeting:** September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
- Describe the anatomy and physiology of the equine digestive tract.
- Relate cellular metabolism to utilization of nutrients.
- Formulate a ration for horses using a variety of different feeds as well as assess the suitability of existing rations.
- Describe the anatomy and physiology of the female reproductive tract in horses.
- Explain the role of reproductive hormones in breeding and pregnancy both natural and artificially manipulated.
- Predict outcomes of crosses in horses using basic Mendelian genetics.
- Generate breeding programs to improve athletic ability in horses.
- Describe how a horse moves at three basic gaits.
- Identify major muscles and elements of the skeletal system involved in movement.
- Identify major intestinal parasites of horses.
- Diagnose select common ailments of horses and implement appropriate treatments.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lectures and student presentations.

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:]
Horses by J. Warren Evans, Horse Management – The official handbook of the German National Equestrian Federation, Current therapy in Equine Medicine by Robinson and Sprayberry, Veterinary notes for horse owners by Captain M. Horace Hayes FRCVS

SUPPLIES / MATERIALS:

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

Midterm exam 25%
Presentation 25%
Final exam 50%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
- Anatomy and physiology of the digestive tract
- Energy and protein metabolism
- Nutrition and ration formulation
- Equine locomotion
- Anatomy as it relates to locomotion
- Coat colour genetics of horses
- Selection for athletic ability in horses
- Anatomy and physiology of the female reproductive tract
- Artificial insemination, in vitro fertilization, and embryo transfer in horses
- Intestinal parasitology
- Causes, prevention, diagnosis and treatment of common ailments in horses
MEMORANDUM

TO: FSCC
FROM: David Fenske, Chemistry Department Head
DATE: June 12, 2012 (updated July 5, 2012)
SUBJECT: CHEM 325 – Inorganic Chemistry Laboratory - New Course

The Chemistry Department requests approval for the creation of a new course, CHEM 325 (2 credit), which would consist of inorganic chemistry labs, previously offered as part of CHEM 321 (4 credit) and CHEM 421 (4 credit). The course would be intended to be taken with either CHEM 321 (3 credit) or CHEM 421 (3 credit) - the newly revised 3rd and 4th year inorganic chemistry courses.

Rationale:

One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, CHEM 321 (4 credit - Intermediate Inorganic Chemistry) and CHEM 421 (4 credit - Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (CHEM 325 – 2 credit) to complement what will now be two upper level lecture courses (CHEM 321 – 3 credit and CHEM 421 – 3 credit). This will have several benefits:

• It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
• It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
• It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
• It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

Effective:

September 2013
COURSE NAME/NUMBER: CHEM 325  
FACULTY/DEPARTMENT: Science / Chemistry  
UFV CREDITS: 2

COURSE DESCRIPTIVE TITLE: Inorganic Chemistry Laboratory

CALENDAR DESCRIPTION:
This course provides students with experience in practical inorganic chemistry, using a wide range of instrumental techniques. Experiments concentrate on the coordination chemistry of the transition metals, and of organo-transition metal compounds. This course closely correlates with and complements material covered in CHEM 321 (Intermediate Inorganic Chemistry) and CHEM 421 (Advanced Inorganic Chemistry).

Note: Students should take this course with either CHEM 321 or CHEM 421.

Note: Students who received credit for CHEM 321 prior to September 2013 cannot take CHEM 325 for further credit.

PREREQUISITES: CHEM 221
COREQUISITES:
PRE or COREQUISITES:

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

TOTAL HOURS PER TERM: 36

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

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

OTHER:
Maximum enrolment: 24
Expected frequency of course offerings:
Yearly (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): Nigel Dance
Department Head: David Fenske Date approved: April 27, 2012
Supporting area consultation Date of meeting: June 15, 2012
Curriculum Committee chair: David Fenske Date approved: June 22, 2012
Dean/Associate VP: Lucia Lee Date approved: September 7, 2012
Undergraduate Education Committee (UEC) approval Date of meeting: September 28, 2012

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor.
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

1. Discuss the relationship between theory and experiment, and the practical basis for most theories.
2. Demonstrate improved lab skills, in order to improve employability in the chemistry workplace.
3. Use novel lab equipment, in order to improve employability in the chemistry workplace.
4. Use modern spectroscopic equipment, in order to improve employability in the chemistry workplace.
5. Demonstrate improved communication skills, gained by working in small groups within the lab and pooling results and findings.
6. Gather and organize data from lab experiments, and interpret data in formal lab reports.
7. Use the WHMIS system to ensure safe working conditions in the lab.
8. Interpret MSDS sheets on chemicals used in the laboratory, and use the information to ensure safe use and disposal of chemicals.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
The course consists of prepared lab experiments which are chosen to complement the material covered in CHEM 321 and CHEM 421. Lectures, using audio-visual aids where appropriate, will be given on theory relating to the lab experiments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify): Assessment of lab reports from experiments carried out by the student.

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

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
UFV Laboratory Manual for CHEM 325.

SUPPLIES / MATERIALS:
All necessary laboratory supplies will be provided. Lab coats are provided, but students may wish to purchase their own lab coats.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
- Lab reports 60%
- Laboratory exam 20%
- Lab project 20%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
1. Lab Check-In and Geometric Isomers of Cr(III)
2. Determination of the Composition of a Fe(III)/SCN complex
3. Determination of the Composition of Ni²⁺/en complexes
4. Determination of the Formula of the Cuprammonium ion
5. Preparation and Study of [Co(NH₃)₄CO₃]Cl₂ and [Co(NH₃)₅Cl]Cl₂
6. Linkage Isomers of Co(III) Complexes
7. Kinetics of Hydrolysis of [Co(NH₃)₅Cl]Cl₂
8. Kinetics of Cls/trans Isomerization of [Co(NH₂CH₂CH₂NH₂)₂Cl₂]Cl
10. Preparation, Characterisation and Reactions of Wilkinson's Catalyst, RhCl(PPh₃)₃
11. Preparation of mestylenetricarbonylmolybdenum(0)
12. Preparation of Cyclopentadienylirondicarbonyl Dimer, [(C₅H₅)Fe(CO)₂]₂
13. Preparation of [CH₃C₅H₄Mn(CO)₂NO][PF₆]
MEMORANDUM

TO: FSCC
FROM: David Fenske, Chemistry Department Head
DATE: June 14, 2012 (updated July 5, 2012)
SUBJECT: CHEM 321 – course revision

The Chemistry Department requests approval for the following changes to Chem 321, which include a decrease in credit value, and the removal of labs.

Current Credit Value:
4 credits

New Credit Value:
3 credits

Change to Course Content:
The laboratory component of this course has been removed, and will be offered as part of a new course, Chem-CHEM 325 - 2 credit (Inorganic Chemistry Laboratory). The course content and prerequisites remain essentially the same.

Rationale:
One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, Chem CHEM 321 - 4 credit (Intermediate Inorganic Chemistry) and CHEM 421 - 4 credit (Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (Chem 325 - 2 credit) to complement what will now be two upper level lecture courses (Chem-CHEM 321 - 3 credit and CHEM 421 - 3 credit). This will have several benefits:
• It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
• It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
• It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
• It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

Effective:

January 2013 September 2013
COURSE IMPLEMENTATION DATE: May 1994  
COURSE REVISED IMPLEMENTATION DATE: September 2013  
COURSE TO BE REVIEWED: September 2018  
(six years after UEC approval)  

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION  

<table>
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<tr>
<th>Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor</th>
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<tr>
<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
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<tbody>
<tr>
<td>CHEM 321</td>
<td>Science / Chemistry</td>
<td>3</td>
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Intermediate Inorganic Chemistry  

COURSE DESCRIPTIVE TITLE:  
This course concentrates on the coordination chemistry of the transition metals. Topics covered include nomenclature, isomerism, crystal field theory, molecular orbital theory, thermodynamic aspects, uv-visible spectroscopy and Tanabe-Sugano diagrams, and the kinetics and mechanisms of ligand substitution and redox reactions.  
Note: Students planning to take CHEM 325 should do so in the same semester as either CHEM 321 or CHEM 421.

PREREQUISITES:  
CHEM 221  

COREQUISITES:  
PRE or COREQUISITES:  

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

SERVICE COURSE TO: (department/program)  

TOTAL HOURS PER TERM: 45  
TRAINING DAY-BASED INSTRUCTION:  

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

OTHER:  
Maximum enrolment: 24  
Expected frequency of course offerings: Yearly  
(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):  
Nigel Dance  

Department Head:  
David Fenske  

Date approved: April 27, 2012  

Supporting area consultation  

Date of meeting: June 15, 2012  

Curriculum Committee chair:  
David Fenske  

Date approved: June 22, 2012  

Dean/Associate VP:  
Lucila Lee  

Date approved: September 7, 2012  

Undergraduate Education Committee (UEC) approval  

Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

1. Critically discuss the electron configuration of transition metal ions by reference to effective nuclear charge and orbital energy level diagrams.
2. Describe the ligand-metal bonding in transition metal complexes using Crystal Field and Molecular Orbital theories.
3. Critically discuss the evidence for different mechanisms of ligand exchange and redox reactions of transition metal complexes.
4. Analyze the position of ligands in the spectrochemical series by reference to ligand to metal sigma and pi bonding, and metal to ligand pi bonding.
5. Describe the relationships between electron configuration, crystal field stabilization energy and geometry for octahedral, tetrahedral, and square planar complexes.
6. Explain the relationship between thermodynamic data (enthalpy and entropy terms) and stability constants for ligand exchange reactions.
7. Synthesize microstate tables for octahedral complexes with different d-electron configurations, and relate the reducible and irreducible representations of electronic states to Tanabe-Sugano diagrams.
8. Interpret UV-visible spectra using microstate tables and Tanabe-Sugano diagrams.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Presentation of the course will be by inter-related theory classes (lectures) and discussion periods. Audio-visual aids will be used where appropriate.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:
‘Inorganic Chemistry,” G.L. Miessler and D. A. Tarr, current edition,

SUPPLIES / MATERIALS:

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
In-term tests 30%
Problem sets 10%
Oral or written presentations 20%
Final examination 40%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
Introduction
Some history of coordination chemistry, coordination numbers, geometry, isomerism and types of ligands, nomenclature, electron configurations of transition metals

Symmetry
Symmetry operations and group theory, applications of group theory to infrared spectroscopy

The Metal-Ligand Bond
Applications of various bonding theories to coordination chemistry with emphasis on Molecular Orbital Theory, electron configurations of coordination complexes in various geometries such as octahedral, tetrahedral and square planar, the spectrochemical series, magnetic moments, Jahn-Teller distortion

UV-Visible Spectra of Coordination Compounds
Quantum numbers of multi-electron atoms, ground and excited state terms, interpretation of UV-visible spectra using Tanabe-Sugano diagrams

Complex Stability
Stability constants, factors that influence stability

Kinetics
Inert and labile compounds, mechanisms of ligand substitution reactions and redox reactions
MEMORANDUM

TO: FSCC
FROM: David Fenske, Chemistry Department Head
DATE: June 12, 2012 (updated July 5, 2012)
SUBJECT: CHEM 421 – course revision

The Chemistry Department requests approval for the following changes to Chem 421, which include a decrease in credit value, and the removal of labs.

**Current Credit Value:**
4 credits

**New Credit Value:**
3 credits

**Change to Course Content:**
The laboratory component of this course has been removed, and will be offered in revised form as part of a new course, Chem-CHEM 325 – 2 credit (Inorganic Chemistry Laboratory). The course content and prerequisites remain essentially the same.

**Rationale:**
One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, Chem CHEM 321 - 4 credit (Intermediate Inorganic Chemistry) and CHEM 421 – 4 credit (Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (CHEM hem 325 – 2 credit) to complement what will now be two upper level lecture courses (CHEM hem 321 – 3 credit and CHEM 421 – 3 credit). This will have several benefits:
• It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
• It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
• It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
• It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

**Effective:**

January 2013

*February 2013*
### CHEM 421 Faculty of Science, Chemistry

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 421</td>
<td>Faculty of Science, Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIVE TITLE**

Advanced Inorganic Chemistry

**CALENDAR DESCRIPTION:**

This course concentrates on organo-transition metal chemistry, with emphasis on bonding theories, the 18-electron rule, and cluster compounds. Emphasis is also placed on the role of organometallic complexes in organic syntheses and catalytic processes.

Note: Students planning to take CHEM 325 should do so in the same semester as either CHEM 321 or CHEM 421.

**PREREQUISITES:**

CHEM 321

**COREQUISITES:**

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: 

**SERVICE COURSE TO:**

(department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

| Lectures: | 45 Hrs |
| Seminar:  | Hrs    |
| Laboratory: | Hrs   |
| Field experience: | Hrs |
| Student directed learning: | Hrs |
| Other (specify): | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: 
Hours per day: 

**OTHER:**

Maximum enrolment: 24

| Expected frequency of course offerings: | Every two years |
| (every semester, annually, every other year, etc.) |

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

Yes [ ]  No [X]  

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

Yes [X]  No [ ]  

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

Yes [ ]  No [X]  

---

Course designer(s): **Nigel Dance**  
Department Head: **David Fenske**  
Date approved: **April 27, 2012**  
Supporting area consultation  
Date of meeting: **June 15, 2012**  
Curriculum Committee chair: **David Fenske**  
Date approved: **June 22, 2012**  
Dean/Associate VP: **Lucila Lee**  
Date approved: **September 7, 2012**  
Undergraduate Education Committee (UEC) approval  
Date of meeting: **September 28, 2012**
LEARNING OUTCOMES:

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

1. Critically discuss the relative stability of different organometallic compounds by reference to the 18 electron rule.
2. Describe the ligand-metal bonding in organometallic compounds using Molecular Orbital theory.
3. Critically discuss the evidence for different mechanisms of ligand exchange and other reactions of organometallic compounds.
4. Explain the unifying nature of the isolobal concept.
5. Critically compare the nature of boron-cluster and organometallic cluster compounds using the 18 electron rule and the isolobal concept.
6. Interpret NMR spectra of organometallic compounds in terms of structure and fluxionality.
7. Synthesize models of IR spectra of metal carbonyl compounds by consideration of group theory and the nature of metal ligand bonding.

METHODS:

(Guest lecturers, presentations, online instruction, field trips, etc.)

Presentation of the course will be by inter-related theory classes (lectures) and discussion periods. Audio-visual aids will be used where appropriate.

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. Examples for this course might be:]


SUPPLIES / MATERIALS:

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

- In-term tests  30%
- Problem sets  10%
- Oral or written presentations  20%
- Final examination  40%

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

- Theories of bonding; molecular orbital description of bonding in organometallics; the 18-electron rule; hard and soft ligands.
- The use of spectroscopic techniques in characterizing organometallic compounds; timescales of various physical techniques and fluxionality.
- Bonding of common ligands, such as carbon monoxide, hydride, phosphine, alkene, and carbene, in organo-transition metal compounds.
- Boron-cluster and metal-cluster compounds; methods of electron counting.
- The isolobal concept and its applications.
- Arene-transition metal complexes.
- The role of organo-transition metal complexes in organic synthesis.
MEMO

To: CACC & Faculty Council
From: Michelle Rhodes, Head, Geography Department
Date: August 28, 2012
Re: Course update: GEOG 346

Rationale

GEOG 346 is up for its 4/6 year review. The changes that have been made reflect the way in which the course is taught by Garry Fehr, who will be taking over the course from David Gibson. Learning outcomes have been updated.

Budget Implications

None. Revisions more accurately reflect current structure of GEOG 346.
COURSE NAME/NUMBER: Geography 346
FACULTY/DEPARTMENT: Geography
UFV CREDITS: 4

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

**CALANDER DESCRIPTION:**
A study of the geographical expression of religion and belief systems, this course covers the origins, diffusion and changing impacts of belief on cultural patterns and landscapes. Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.

**PREREQUISITES:**
One of GEOG 240, GEOG 241, or GEOG 242.

**COREQUISITES:**

**SYNONYMOUS COURSE(S):**
(a) Replaces: GEOG 400C
(b) Cross-listed with: 
(c) Cannot take: GEOG 400C

**TOTAL HOURS PER TERM:** 60
**TRAINING DAY-BASED INSTRUCTION:**
Lectures: 30 Hrs
Seminar: 20 Hrs
Laboratory: Hrs
Field experience: 10 Hrs
Student directed learning: Hrs
Other (specify): Hrs

**OTHER:**
Maximum enrolment: 28
Expected frequency of course offerings: Once every second year (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):** Garry Fehr
**Department Head:** Michelle Rhodes
**Supporting area consultation:**
**Curriculum Committee chair:** Tetsuomi Anzai
**Dean/Associate VP:** Jacqueline Nolte
**Undergraduate Education Committee (UCE) approval:**

**Date approved:**
February 16, 2012
May 18, 2012
September 14, 2012
September 14, 2012
September 28, 2012
LEARNING OUTCOMES:

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

1. Describe and discuss the origin, diffusion and present patterns of belief systems.
2. Explain the creation of landscapes through the examination of religious experience, sacred places and pilgrimage.
3. Critically analyze the role of religion in defining environmental attitudes and political movements.
4. Identify and interpret local religious landscapes and discuss their spatial evolution in relation to belief systems.
5. Demonstrate fundamental skills in geographic research, analysis and synthesis.

METHODS:

Teaching methods will include lectures, guest speakers, seminar activities, audio-visual materials, student presentations and field trips.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

TEXTBOOKS, REFERENCES, MATERIALS:

- 1. Diffusion and Dispersion

- 2. Belief and Action in the Environment

- 3. Sacred Places
  - A. The Meaning of Place
  - B. Pilgrimage
  - D. Spiritual Geography

- 4. Regions and Landscapes
Textbooks, references, materials continued:

5. Emerging Patterns

SUPPLIES / MATERIALS:
Minimal fieldtrip fee.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Examinations 50%
Critical Essay on assigned topic 25%
Field Projects 25%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
1. Introduction: The geographic study of religion
2. Historical Patterns of Religion -
3. Spatial Patterns of Religion
4. Migration, Ethnicity and Religion
5. Sacred Places
6. Pilgrimage
7. Architecture
8. Landscapes of Death
9. Religious Regions and Landscapes
10. Religion and Development
11. Religion and Politics
12. Presentations
13. Conclusions and Review
MEMORANDUM

TO: Chair, CACC and FCC
FROM: Garry Fehr, Geography Department
DATE: August 28, 2012
SUBJECT: Revision of GEOG 340 and Cross List as GDS 340

Rationale for Revision and Cross List of Geography 340 as GDS 340:

As part of the DQAB Review of the proposed Bachelor of Arts in Global Development Studies the Expert Panel recommended that all core development theory courses (GDS 100; 250; 340 and 363) be revised so that core development theory and content ladder and increase in complexity as an integrated program of study rather than operate as individual courses in their disciplinary homes. Secondly, GEOG 340 was recommended to become the courses that provides an essential environmental perspective to the program. The revisions reflect the recommendations of the DQAB Expert Panel Review.
OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UCFV CREDITS</th>
</tr>
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<tbody>
<tr>
<td>GEOG 340</td>
<td>GEOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>Geographies of Poverty and Development</td>
<td></td>
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</table>

CAALENDAR DESCRIPTION:

This course uses a geographical approach to examine the spatial patterns of development and analyze the numerous models and programs that have been used to ameliorate poverty. In particular, the course demonstrates how questions of scale and multiple perspectives influence the design, implementation, and outcomes of sustainable development programs, with an emphasis on the environment, climate change, and Non-Governmental Organizations.

Note: Field trips outside of class time will be required.

Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.

PREREQUISITES:

One of GEOG 240, GEOG 241, GEOG 242, or SOC 250/GDS 250.

SYNONYMOUS COURSE(S):

(a) Replaces: GDS 340
(b) Cross-listed with:
(c) Cannot take: GDS 340

TOTAL HOURS PER TERM: 60

TRAiNING DAY-BASED INSTRUCTION:

Length of course:

Lectures: 30 Hrs
Seminar: 22 Hrs
Laboratory: Hrs
Field experience: 8 Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:

Maximum enrolment: 28
Expected frequency of course offerings: every other year
(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 BCAT TRANSFER GUIDE:

Yes ☒ No ☐

Course designer(s): Garry Fehr and Cherie Enns

Department Head: Michelle Rhodes

Supporting area consultation

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval

Date approved: February 16, 2012

Date of meeting: May 18, 2012

Date approved: September 14, 2012

Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Discuss the geographical context of development and underdevelopment in both the Global South and the dominant North from a multi-scalar spatial perspective.
2. Describe how global processes are leading to progressively unequal patterns of development and change.
3. Critically evaluate the implications and impacts of development methods, programs and poverty alleviation projects on the environment and marginalized communities.
4. Identify key sources for information on topics within international development geography, and how to critically utilize these sources in a research project;
5. Clearly convey the findings of one’s research to a general audience.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
The format of the course will include lectures, assigned readings, discussion groups and oral presentations. Special emphasis will be placed on student participation in seminars, group projects and field observation and reporting. Audio visual materials and case studies will support lecture material.

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. Examples for this course might be:]
Course Pack

SUPPLIES / MATERIALS:
This course will have a mandatory field trip requiring an additional fee. Details are available on course outlines distributed in class.

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Class participation 10%  
Research proposal 10%  
Research paper 25%  
NGO evaluation 20%  
Exams 35%  

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]
1. Patterns of poverty and underdevelopment  
2. Alternative institutions of development – NGOs and civil society  
3. Challenges for NGOs  
4. Role of the environment and development – resource constraints, environmental impacts and sustainability  
5. Contested environments  
6. Vulnerability and climate change  
7. Rural spaces – rural livelihoods, households and communities  
8. Urban spaces – the Brown Agenda and sustainable urbanization  
9. Rural-Urban linkages – regional inequalities, peri-urban areas, and migration  
10. Aligning micro, meso, and macro level strategies
CROSS-LISTED COURSE OUTLINE

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>OFFICIAL COURSE OUTLINE:</th>
<th>This is a cross-listed course. Please refer to GEOG 340 for the official course outline.</th>
</tr>
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**CALENDAR DESCRIPTION:**

This course uses a geographical approach to examine the spatial patterns of development and analyze the numerous models and programs that have been used to ameliorate poverty. In particular, the course demonstrates how questions of scale and multiple perspectives influence the design, implementation, and outcomes of sustainable development programs, with an emphasis on the environment, climate change, and Non-Governmental Organizations.

Note: Field trips outside of class time will be required.

Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.

**PREREQUISITES:**

One of GEOG 240, GEOG 241, GEOG 242, or SOC 250/GDS 250.

**SYNONYMOUS COURSE(S):**

(a) Replaces: 
(b) Cross-listed with: GEOG 340
(c) Cannot take: GEOG 340 for further credit.

**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 IMPLEMENTATION DATE:** September 2009

**COURSE REVISED IMPLEMENTATION DATE:** January 2013

**COURSE TO BE REVIEWED:** September 2018 (six years after UEC approval)

**COURSE DESIGNER(S):**

Garry Fehr and Cherie Enns

**FACULTY/DEPARTMENT:** Geographies of Poverty and Development

**UFV CREDITS:** 4

<table>
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<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
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<td>GDS 340</td>
<td>Global Development Studies</td>
<td>4</td>
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</table>

**SERVICE COURSE TO (department/program):**

**CURRICULUM COMMITTEE:**

Tetsuomi Anzai

**DEAN/ASSOCIATE VP:**

Jacqueline Nolte

**UNDERGRADUATE EDUCATION COMMITTEE (UEC) approval:**

**Date approved:** February 16, 2012

**Date of meeting:** May 18, 2012

**Date approved:** September 14, 2012

**Date of meeting:** September 28, 2012

Department Head: Michelle Rhodes

Supporting area consultation

Curriculum Committee chair: Tetsuomi Anzai

Dean/Associate VP: Jacqueline Nolte

Undergraduate Education Committee (UEC) approval
MEMO

To: Science Faculty Council  
From: Michelle Rhodes, Head, Geography Department  
Date: August 28, 2012  
Re: Geography 402 pre-requisite changes  

Rationale for Pre-requisite Changes, Geography 402  

For GEOG 402:  

The instructor of this course has noted that students that enter this course directly from GEOG 202 on average tend to struggle with the difficulty of the material. However, those students that excel in GEOG 202—the A and B students—usually have far fewer challenges with the material. Thus, the proposed change will continue to allow for those GEOG 202 students to continue directly into GEOG 402 provided they received high marks in the former course.  

Other changes include a new text, and revisions that clarify learning outcomes.
# OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
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<tr>
<td>GEOG 402</td>
<td>Geography</td>
<td>4</td>
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</table>

**Quaternary Geology and Geomorphology**

**COURSE DESCRIPTIVE TITLE**

**CALENDAR DESCRIPTION:**

This course will examine selected aspects of stratigraphy, geomorphology, glacial geology, and long-term climate history of the Quaternary Period. Glacial and fluvial sedimentary models introduced in GEOG 202 and 302 will be reviewed. Regional emphasis will be placed on southwestern British Columbia and adjacent regions. Fieldwork is an essential component of this course.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

**PREREQUISITES:** GEOG 302 or GEOG 304; or GEOG 202 with a grade of B or better.

**COREQUISITES:**

**SYNONYMOUS COURSE(S):**

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

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<th>Lectures:</th>
<th>Hrs</th>
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<table>
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<th>Seminar:</th>
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<table>
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<th>Laboratory:</th>
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<table>
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<th>Field experience:</th>
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<tr>
<td>Student directed learning:</td>
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<td>Other (specify):</td>
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**TRAINING DAY-BASED INSTRUCTION:**

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<th>Length of course:</th>
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**OTHER:**

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<th>Maximum enrolment:</th>
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<tr>
<td>Expected frequency of course offerings:</td>
<td>Every other year</td>
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<td>(every semester, annually, every other year, etc.)</td>
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**WILL TRANSFER CREDIT BE REQUESTED?**

<table>
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<tr>
<th>(lower-level courses only)</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>(upper-level requested by department)</td>
<td>Yes</td>
<td>No</td>
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**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

<table>
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<th>No</th>
<th>Yes</th>
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**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

<table>
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<th>No</th>
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**COURSE IMPLEMENTATION DATE:** January 1997

**COURSE REVISED IMPLEMENTATION DATE:** January 2013

**COURSE TO BE REVIEWED:** September 2018 (six years after UEC approval)

**COURSE DESIGNER(S):** Dr. Olav Lian

**Department Head:** Dr. Michelle Rhodes

**Supporting area consultation:**

**Curriculum Committee chair:** Dave Fenske

**Dean/Associate VP:** Lucy Lee

**Undergraduate Education Committee (UEC) approval:**

<table>
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<tr>
<th>Date approved:</th>
<th>February 16, 2012</th>
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<tbody>
<tr>
<td>Date of meeting:</td>
<td>April 13, 2012</td>
</tr>
<tr>
<td>Date approved:</td>
<td>June 22, 2012</td>
</tr>
<tr>
<td>Date of meeting:</td>
<td>September 7, 2012</td>
</tr>
<tr>
<td>Date approved:</td>
<td>September 28, 2012</td>
</tr>
</tbody>
</table>

Geography

Page 31 of 100
LEARNING OUTCOMES:

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

- Apply, and build on, many of the field and laboratory data collection and analysis skills and techniques developed in this course and earlier physical geography courses to solve various field problems. Demonstrate in field reports and independent research an advanced understanding of regional Quaternary geology and geomorphology, and the mechanisms and evidence of long-term environmental (e.g., climate) change.
- Discuss and present a working knowledge of how Earth scientists date past environments and how fossil evidence can be used to reconstruct those environments.
- Provide an explanation and demonstrate an appreciation of how real research (in the field and the laboratory) is undertaken to solve problems in environmental science.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

This course will be organized around a series of lectures, laboratory exercises, and field trips. The course will consist of a two-hour lecture, followed by a three-hour laboratory session. On many of the days, field trips will replace both the lecture and the lab components; at least one weekend field trip will be scheduled. In total, a minimum of five days will be spent in the field. The field trips will be to key sites in the Fraser Lowland and surrounding regions where research has been done to reconstruct environmental history. Field trips will also introduce the student to active research laboratories (e.g., Royal BC Museum, Pacific Geoscience Centre, Geological Survey of Canada).

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. Examples for this course might be:]


SUPPLIES / MATERIALS:

All-weather clothing for field work; water-proof notebook; camera.

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

Field trip reports 80%*
Review (essay) of a selected research topic 15%
Oral presentation of the selected research topic 5%

* 4 reports in total; typically, reports are based on data collected, and observations made, on one three-day trip and three one-day trips.

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

Lecture Topics
1. The Quaternary Period - an overview.
2. Mechanisms and records of long-term climate change
3. Quaternary sedimentological processes
4. Quaternary stratigraphy, facies analysis
5. Quaternary soils and fossil organic matter; microfossil and macrofossil records
6. Paraglacial sedimentation
7. Quaternary geochronological techniques and their uses and limitations
8. Glacial geology (structural geology of glacigenic sediments)
9. The Quaternary of North America with emphasis on southwestern BC.
10. Soils in the Quaternary record.
MEMO

To: CACC & Faculty Council
From: Michelle Rhodes, Head, Geography Department
Date: August 28, 2012
Re: Course update: GEOG 470

Rationale

GEOG 470 is a course that Geography uses for its field schools and study tours. After internal discussion regarding learning outcomes, it was determined that students taking this course often lack the core skills of the discipline needed to complete work in the course. This is because they are taking the course earlier in their program, or they have chosen to take their GIS requirement (GEOG 253) in the last term or two.

As a result, we have added a pre-requisite of either GEOG 250 or GEOG 253. Both are skills-training courses, and thus are highly applicable to this course. This will allow the instructors of GEOG 470 to anticipate and expect a certain level of application and output for assignments from students.

Further, this course has over the past several years become much more integrative of the full program (human and physical geography) and this is now reflected in the course description.

The change in hours reflects the reality of current instruction, given that students now spend 5-6 days in the field for this course, rather than 4-5. A greater lecture component is included in order to provide more preparatory time for the trip. As a 5-credit, 4th year course, the students have realistically been expected to complete approximately 30 hours of self-directed learning, and thus, this change reflects nature of how course is offered.

Additional examples have been included in order to update the sample materials lists and evaluations.

Budget Implications

None. Revisions more accurately reflect current structure of GEOG 470.
OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

GEOG 470
Geography
5

COURSE NAME/NUMBER
FACULTY/DEPARTMENT
UFV CREDITS

Advanced Field Studies in Geography

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

In this capstone course of intensive field study, students will apply concepts and techniques attained in their previous human and physical geography courses to the study of a region outside of Southwest British Columbia. Students will define and formulate research questions, collect and analyze appropriate data from primary and secondary sources, and communicate their findings for both academic and general audiences. Classroom meetings and independent research completed before and after field study are required. GEOG 470 is offered in multiple versions as part of study tours and Adventures in Geography (AIG) field excursions. Please refer to department website for dates and locations of study tours and AIGs.

PREREQUISITES: 60 credits, including at least 4 credits of upper-level Geography; application to an acceptance in study tour or field school. Note: As of September 2013, one of GEOG 250 or 253 must also be included in the 20 credits.

COREQUISITES:
PRE or COREQUISITES:

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

SERVICE COURSE TO: (department/program) for further credit.

TOTAL HOURS PER TERM: 92

TRAINING DAY-BASED INSTRUCTION:
Length of course:

HOURS

STRUCTURE OF HOURS:
Lectures: 12 Hrs
Seminar: Hrs
Laboratory: Hrs
Field experience: 50 Hrs
Student directed learning: 30 Hrs
Other (specify): Hrs

OTHER:
Maximum enrolment: Variable; up to 18 with 3 instructors
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)
☐ Yes ☑ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE?
☐ Yes ☑ No

Course designer(s): Michelle Rhodes
Department Head: Michelle Rhodes
Supporting area consultation
Curriculum Committee chair: Tetsuomi Anzai
Dean/Associate VP: Jacqueline Nolte
Undergraduate Education Committee (UEC) approval

Date approved: February 16, 2012
Date of meeting: May 18, 2012
Date approved: September 14, 2012
Date approved: September 14, 2012
Date of meeting: September 28, 2012

Page 34 of 100
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

1. Critically define and discuss the geographic character and regional boundaries of a region under study;
2. Identify field problems and develop testable hypotheses for purposes of further research;
3. Identify the larger significance of case study and field research, as well as the transferability of this research designs and findings, to new research situations;
4. Maintain a field journal, make relevant observations, and support the journal with appropriate visual evidence collected in the field;
5. Identify and use a range of appropriate research techniques (e.g. mapping, statistical analysis, GIS, participant observation, etc.) needed for completing a field-based research project;
6. Combine primary and secondary source information into visual and written presentations for both academic and non-academic audiences;
7. Work effectively and collaboratively in a non-local and potentially foreign environment.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)

GEOG 470 is designed in support of geography study tours, including both the 5-6 day Adventures in Geography study tours, and the 2-3 week study tours further afield. Students completing a longer study tour will take GEOG 470 in conjunction with other courses. GEOG 470 requires the completion of field research in combination with library and online research, almost all of which takes place outside of the traditional classroom setting. Each day, students gain an understanding from direct field observations, landscape interpretation, on-site presentations from instructors, field measurements, and other activities. Students are expected to complete field exercises while on the tour.

During a typical field study, students can expect to:
- Participate in a variety of field experiences, whether urban, rural, or occasionally wilderness. Some exercises require physical exertion, but the instructors make the best efforts to make activities all-abilities as practical;
- Work together in groups (on certain assignments) to solve general or particular research problems in the field;
- Answer questions posed by instructors in the field that address specific geographic patterns;
- Participate further in group discussions on topics and issues associated with locations on the tour.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☑ Portfolio assessment ☐ Interview(s)

☑ Other (specify): Presentation of equivalent research or course work that demonstrates completion of research project in geography

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]

Highly variable, depending on nature of the research project and/or study tour. Readings include a combination of assigned materials and additional research materials. Below are some of the materials used to support GEOG 470J on the Yellowstone-Glacier (Montana) study tour:

Journals and online resources:
- Glacier National Park website
- Montana: A Magazine of Western History
- National Park Service, Geology Field notes (Glacier National Park)
- USGS website
- Yellowstone Science
- Yellowstone National Park Archives
- Yellowstone National Park Spatial Analysis Centre
- Yellowstone Science Bibliography (maintained by Washington State University): http://www.wsulibs.wsu.edu/yellowstone/

Articles:
Textbooks, references, materials continued:


Videos:


Books:

Textbooks, references, materials continued:

**SUPPLIES / MATERIALS:**
Additional trip fee is required, and is dependent on location and numbers of students and instructors.

Supplies required will depend on the location and nature of study. For example, supplies required for the Mt. St. Helens and Channeled Scablands *Adventures in Geography* study tour included:
- Reading List
- Carry-on sized suitcase or backpack (approx. 55 cm x 23 cm x 40 cm)*
- Daypack (waterproof)
- TWO (2) water bottles (should be larger than 500ml)
- Rain jacket and rain pants
- Rite-in-rain books (available at UFV bookstore)
- Hiking boots (high-ankles are recommended)**
- Sleeping bag
- Small pillow
- Camera with extra batteries and film/memory card (cell phone photos are not acceptable)
- Sunscreen
- Insect repellent
- Passport for international travel or Driver’s License for domestic travel AND birth certificate
- Photocopy of passport or driver’s license and birth certificate
- Fleece jacket or similar
- Hat and gloves (could be chilly)
- Mess kit (non-breakable plate, bowl, mug and cutlery)
- Flashlight/lantern
- Personal gear (including medications etc.)
- Spending money (US funds)

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

Trip preparation: 15%
- Written responses (2) to core readings and videos (10%)
- Annotated bibliography (5%)

In the field: 50%
- Active participation in daily discussion and presentation of ideas and research (from complementary courses) while on the study tour or AIG; demonstrated ability to work in team for completing field work and daily tasks associated with travel (10%)
- Planning, execution, and presentation (post-trip) of field exercises (40%)
  - Journal records (10%)
  - Climate data analysis and discussion (5%)
  - Cultural landscape survey and analysis (5%)
  - Mapping exercise (5%)
  - Trail map and guide (15%)

Post-trip analysis and synthesis: 35%
- Topical field report or research analysis, with literature review (15%)
- Research poster (15%)
- Class presentation (5%)

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

Course content presented is highly generalized, and is presented both in the classroom and in the field. The list of topics below is based on content included in previous study tours:
Course content continued:

**Topic 1:** Introduction to regional studies and fieldwork in Geography; Introduction to the region to be visited

**Topic 2:** Techniques in the field; documenting the region; how to keep field notes, journaling, etc.

**Topic 3:** The Biophysical elements of regional landscapes; Understanding physical processes past and present; local ecology, landforms, and climate

**Topic 4:** Human Interaction with the physical environment; resource quality, use, and conservation

**Topic 5:** Demographic patterns and processes; history of settlement and patterns in the landscape today; rural and urban contrasts

**Topic 6:** Explorations and experiences in cultural, social, and economic geography, including agriculture, religion, ethnicity, political systems, foodways

**Topic 7:** Planning and preparation; dealing with natural hazards, appropriate development; wildlife management

Field studies are conducted in different world regions. GEOG 470 is designated with letters to indicate the subject region:

<table>
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<td>Advanced Field Study: Circumpolar North/Canada's North</td>
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This lettering is consistent with GEOG 433.
**Course Name/Number:** GEOG 470  
**Faculty/Department:** Geography  
**Credits:** 5

**Course Descriptive Title:** Advanced Field Studies in Geography

**Calendar Description:**
In this capstone course of intensive field study, students will apply concepts and techniques attained in their previous human and physical geography courses to the study of a region outside of Southwest British Columbia. Students will define and formulate research questions, collect and analyze appropriate data from primary and secondary sources, and communicate their findings for both academic and general audiences. Classroom meetings and independent research completed before and after field study are required. GEOG 470 is offered in multiple versions as part of study tours and Adventures in Geography (AIG) field excursions. Please refer to department website for dates and locations of study tours and AIGs.

**Prerequisites:**
60 credits including GEOG 250 or 253, and at least 4 credits of upper-level Geography; application to an acceptance in study tour or field school.

**Corequisites:**

**Synonymous Course(s):**
(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: for further credit.

**Total Hours per Term:** 92

**Structure of Hours:**
- Lectures: 12 Hrs
- Seminar: Hrs
- Laboratory: Hrs
- Field experience: 50 Hrs
- Student directed learning: 30 Hrs

**Other:**
- Maximum enrollment: Variable; up to 18 with 3 instructors
- Expected frequency of course offerings: Annually (every semester, annually, every other year, etc.)

**Will Transfer Credit Be Requested?** (Upper-level requested by department) Yes No

**Course Implementation Date:** January 2002

**Course Revised Implementation Date:** September 2013

**Course To Be Reviewed:** (six years after UEC approval) September 2018

**Course Designer(s):** Michelle Rhodes

**Department Head:** Michelle Rhodes

**Supporting area consultation Date approved:** February 16, 2012

**Curriculum Committee chair: Tetsuomi Anzai Date approved:** May 18, 2012

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** September 14, 2012

**Undergraduate Education Committee (UEC) approval Date of meeting:** September 28, 2012

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**Agenda Item # 4.3.**
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Critically define and discuss the geographic character and regional boundaries of a region under study;
2. Identify field problems and develop testable hypotheses for purposes of further research;
3. Identify the larger significance of case study and field research, as well as the transferability of this research designs and findings, to new research situations;
4. Maintain a field journal, make relevant observations, and support the journal with appropriate visual evidence collected in the field;
5. Identify and use a range of appropriate research techniques (e.g. mapping, statistical analysis, GIS, participant observation, etc.) needed for completing a field-based research project;
6. Combine primary and secondary source information into visual and written presentations for both academic and non-academic audiences;
7. Work effectively and collaboratively in a non-local and potentially foreign environment.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
GEOG 470 is designed in support of geography study tours, including both the 5-6 day Adventures in Geography study tours, and the 2-3 week study tours further afield. Students completing a longer study tour will take GEOG 470 in conjunction with other courses. GEOG 470 requires the completion of field research in combination with library and online research, almost all of which takes place outside of the traditional classroom setting. Each day, students gain an understanding from direct field observations, landscape interpretation, on-site presentations from instructors, field measurements, and other activities. Students are expected to complete field exercises while on the tour.

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- Work together in groups (on certain assignments) to solve general or particular research problems in the field;
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METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify): Presentation of equivalent research or course work that demonstrates completion of research project in geography

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
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Books:

Textbooks, references, materials continued:


SUPPLIES / MATERIALS:

Additional trip fee is required, and is dependent on location and numbers of students and instructors.

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

Trip preparation: 15%
- Written responses (2) to core readings and videos (10%)
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Post-trip analysis and synthesis: 35%
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- Research poster (15%)
- Class presentation (5%)

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

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Course content continued:

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**Topic 6:** Explorations and experiences in cultural, social, and economic geography, including agriculture, religion, ethnicity, political systems, foodways

**Topic 7:** Planning and preparation; dealing with natural hazards, appropriate development; wildlife management

Field studies are conducted in different world regions. GEOG 470 is designated with letters to indicate the subject region:

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This lettering is consistent with GEOG 433.
MEMORANDUM

TO: CACC and Faculty Council
FROM: Stephen Piper and Garry Fehr, GDS Curriculum Working Group
DATE: April 26, 2012
SUBJECT: Revision of GDS 100

Rationale for Revision of GDS 100:

As part of the DQAB Review of the proposed Bachelor of Arts in Global Development Studies the Expert Panel recommended that all core development theory courses (GDS 100; 250; 340 and 363) be revised so that core development theory and content ladder and increase in complexity as an integrated program of study. The revisions to GDS 100 reflect the recommendations of the DQAB Expert Panel Review.
### OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>Faculty/Department</th>
<th>UFV Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDS 100</td>
<td>Global Development Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

### CALENDAR DESCRIPTION:

This course introduces the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both “natural” and planned development activities and their consequences. The course may be team taught by faculty from the different departments involved in the GDS program.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

### PREREQUISITES:
None

### COREQUISITES:

### PRE or COREQUISITES:

### SYNONYMOUS COURSE(S):

(a) Replaces: N/A

(b) Cross-listed with: N/A

(c) Cannot take: N/A

### SERVICE COURSE TO:
(department/program) for further credit.

### TOTAL HOURS PER TERM:

| Lectures: 30 Hrs |
| Seminars: 15 Hrs |
| Laboratory: Hrs |
| Field experience: Hrs |
| Student directed learning: Hrs |
| Other (specify): Hrs |

### TRAINING DAY-BASED INSTRUCTION:

Length of course: 

Hours per day: 

### OTHER:

- Maximum enrolment: **36**
- 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

### OFFICIAL UNDERGRADUATE COURSE OUTLINE IMPLEMENTATION DATE:

- September 2011
- January 2011

### COURSE REVISED IMPLEMENTATION DATE:

- September 2013
- (month, year)

### COURSE TO BE REVIEWED:

- September 2018 (six years after UEC approval)

### COURSE IMPLEMENTATION DATE:

### COURSE REVISED IMPLEMENTATION DATE:

### COURSE TO BE REVIEWED:

### Course designer(s):
Garry Fehr & Stephen Piper

### Department Head:
GDS Curriculum Working Group

### Supporting area consultation:

### Curriculum Committee chair:
Tetsuomi Anzai

### Dean/Associate VP:
Jacqueline Nolte

### Undergraduate Education Committee (UEC) approval:

### Date approved:
May 2012

### Date of meeting:
May 18, 2012

### Date approved:
September 14, 2012

### Date of meeting:
September 28, 2012
LEARNING OUTCOMES: Upon successful completion of this course, students will be able to:

1. Define the processes and practices of global development
2. Explain basic concepts of development and underdevelopment
3. Apply an interdisciplinary approach to current development issues
4. Discuss the nature and causes of major development problems and the measures that have been taken to deal with them
5. Articulate an understanding of the interconnectedness of global and local dimensions of development
6. Use a set of basic concepts essential for further studies in Global Development Studies

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

The course employs a combination of lectures, seminars and active learning methods like simulation exercises and popular education techniques. When possible, guest speakers, field trips, and a-v materials will be used to enhance learning. At least part of the course will be taught by GDS faculty from participating departments.

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. Examples for this course might be:]

GDS 100 Coursepack

SUPPLIES / MATERIALS:

No extraordinary supplies or materials will be required. However, students will be responsible for all costs associated with any field trips and may have to spend a small amount on display or project materials.

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

Quiz 1 5%
Midterm exam 25%
Quiz 2 5%
Final exam 25%
Term project and report 30%
Participation 10%

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

1. Introduction
2. History of “Development” and Underdevelopment
3. Development as economic growth
4. The impasse in development studies
5. Development and basic needs
6. Development as human rights
7. Participatory approaches
8. Short, medium and long-term strategies for development
9. Crisis and humanitarian relief
10. Globalization or global partnership?
MEMO

To: Amanda Grimson
From: Shirley Hardman
Date: July 16, 2012
Re: IPK 444

IPK 444: Indigenous Methodology

This course constitutes one of the methods courses for the upcoming major in Indigenous Studies. It is cross-listed with Anth 444 and Soc 444. It prepares students to consider alternative ways of understanding knowledge, and gaining a critical perspective on research practice.
### Indigenous Methodologies

**COURSE NAME/NUMBER:** IPK 444  
**FACULTY/DEPARTMENT:** Indigenous Studies Centre  
**UFV CREDITS:** 4

#### CALENDAR DESCRIPTION:

This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

#### PREREQUISITES:

- 60 university-level credits

#### TOTAL HOURS PER TERM:

- **60**

#### TRAINING DAY-BASED INSTRUCTION:

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>39 Hrs</td>
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<tr>
<td>Seminar</td>
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<td>Laboratory</td>
<td>Hrs</td>
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<tr>
<td>Field experience</td>
<td>Hrs</td>
</tr>
<tr>
<td>Student directed learning</td>
<td>Hrs</td>
</tr>
<tr>
<td>Other (specify): Longhouse</td>
<td>9 Hrs</td>
</tr>
</tbody>
</table>

**Maximum enrolment:** 28

**Expected frequency of course offerings:** Bi-annually

#### OTHER:

<table>
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<th>(every semester, annually, every other year, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-annually</td>
</tr>
</tbody>
</table>

**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):** Chantelle Marlor, Shirley Swelchialot Shxwha:yathel Hardman, Luanne Yellowfly

**Department Head:** (Chair, PWG) Shirley Hardman  
**Supporting area consultation (Pre-UPAC):**  
**Curriculum Committee chair:** Tetsuomi Anzai  
**Dean/Associate VP:** Jacqueline Nolte  
**Undergraduate Program Advisory Committee (UPAC):**

**Date approved:** April 6, 2012  
**Date of meeting:** September 7, 2012  
**Date approved:** September 14, 2012  
**Date of meeting:** September 7, 2012  
**Date approved:** September 7, 2012  
**Date of meeting:** September 28, 2012
### LEARNING OUTCOMES:

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

- Identify and describe a number of methods and techniques appropriate to doing research from an indigenous perspective
- Articulate the ethical aspects of research as related to Indigenous peoples
- Articulate the tensions that exist within Western discourse as Indigenous peoples and academic researchers (and others) seek to re-evaluate traditional knowledge
- Articulate a critical understanding of the historically contentious relationship between research and Indigenous Peoples and how this affects research projects today
- Identify research practices that will contribute to the empowerment of Indigenous Peoples
- Describe the “Power of Place”, with meaningful links to “homeland” in Indigenous identities and identify ways to incorporate this into how research is done

### METHODS:

(Guest lecturers, presentations, online instruction, field trips, etc.)

Lecture, seminar, presentations, and field trips.

### METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s)
- Portfolio assessment
- Interview(s)
- Other (specify): Methods will be considered on a case-by-case basis.

### TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. Examples for this course might be:]


### SUPPLIES / MATERIALS:

### STUDENT EVALUATION:

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

- Proposal presentation  30%
- Short essay I   30%
- Short essay II   30%
- Class participation  10%

### COURSE CONTENT:

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

- Week 1  Introduction: Colonialism and Research
- Weeks 2-3  Longhouse experience (local Stó:lō context and epistemology)
- Weeks 4-5  Cross-cultural perceptions and sensitivities
- Weeks 6-7  Decolonizing Methodologies, Counter-Colonial Research
- Week 8  Storytelling, Oral traditions, the “power of place”
- Week 9  Protocols and Principles: Respect, Relevance, Reverence, and Reciprocity.
- Week 10  OCAP, Social Justice and the Tri-partite Policy Agreements
- Weeks 11-12  Contemporary models for success
- Week 13  Examining our own practices
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.

ANTH 444
Indigenous Studies Centre
4

COURSE NAME/NUMBER
FACULTY/DEPARTMENT
UFV CREDITS
Indigenous Methodologies

OFFICIAL COURSE OUTLINE:
This is a cross-listed course. Please refer to IPK 444 for the official course outline.

CALENDAR DESCRIPTION:
This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits.

SYNONYMOUS COURSE(S):
(a) Replaces: IPK 444/SOC 444
(b) Cross-listed with: IPK 444/SOC 444
(c) Cannot take: IPK 444/SOC 444

SERVICE COURSE TO (department/program):

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): Shirley Swelchalot Shxwha:yathel Hardman and Luanne Yellowfly
Department Head: Stephen Piper Date approved: September 23, 2011
Supporting area consultation Date of meeting: September 7, 2012
Curriculum Committee chair: Tetsuomi Anzai Date approved: September 14, 2012
Dean/Associate VP: Jacqueline Nolte Date of meeting: September 7, 2012
Undergraduate Education Committee (UEC) approval Date of meeting: September 28, 2012

Indigenous Studies Centre
**Indigenous Methodologies**

**OFFICIAL COURSE OUTLINE:**
This is a cross-listed course. Please refer to IPK 444 for the official course outline.

**CALENDAR DESCRIPTION:**
This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

**SYNONYMOS COURSE(S):**

(a) Replaces:  
(b) Cross-listed with: IPK 444/ANTH 444  
(c) Cannot take: IPK 444/ANTH 444 for further credit.

**WILL TRANSFER CREDIT BE REQUESTED?**  
(upper-level requested by department)  
Yes  ☑  No

**UNDERGRADUATE EDUCATION COMMITTEE (UEC) approval**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Course designer(s):</td>
<td>Shirley Swelchalot Shxwha:yathel Hardman and Luanne Yellowfly</td>
</tr>
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<td>Department Head:</td>
<td>Stephen Piper</td>
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<td>September 7, 2012</td>
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<td></td>
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<tr>
<td>Date of meeting:</td>
<td>September 28, 2012</td>
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</table>
To: Amanda Grimson
From: Shirley Hardman
Date: July 16, 2012
Re: IPK 477

IPK 477: Traditional Ecological Knowledges

This course will be offered as a part of the upcoming Indigenous Studies major. It is cross-listed with Biology as Biology 477. It offers students the opportunity to understand the traditional relationship of Indigenous people to the natural world.
## OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Faculty/Department</th>
<th>UFV Credits</th>
<th>Course Descriptive Title</th>
</tr>
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<tbody>
<tr>
<td>IPK 477</td>
<td>Indigenous Studies Centre</td>
<td>4</td>
<td>Traditional Ecological Knowledges</td>
</tr>
</tbody>
</table>

### CALENDAR DESCRIPTION:

This course explores in depth Indigenous approaches to botany, zoology, and ecology. Topics may include: Indigenous systems of classification; contexts in which Indigenous peoples develop and utilize traditional ecological knowledge; methods of learning about traditional ecological knowledge from knowledgeable Indigenous elders and harvesters; traditional and new Indigenous approaches to natural resource (co)management; methods of caring for, harvesting, and/or using plants and animals; and the relationship of traditional ecological knowledge to other aspects of Indigenous ways of life, culture, and territorial claims. There will be an emphasis on the traditional ecological knowledge of the North West Coast.

Note: This course includes class field trips.

Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

### PREREQUISITES:

- 60 university-level credits

### COREQUISITES:

### SYNONYMOUS COURSE(S):

(a) Replaces:

(b) Cross-listed with:

BIO 477

(c) Cannot take:

BIO 477 for further credit.

### TOTAL HOURS PER TERM:

| Hrs | TRAINING DAY-BASED INSTRUCTION:
<table>
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<tbody>
<tr>
<td></td>
<td>Length of course:</td>
</tr>
<tr>
<td></td>
<td>Hours per day:</td>
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</tbody>
</table>

- Lectures: 15 Hrs
- Seminar: 30 Hrs
- Laboratory: 30 Hrs
- Field experience: 15 Hrs
- Student directed learning: 15 Hrs
- Other (specify): 0 Hrs

### OTHER:

- Maximum enrolment: 28
- 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): Chantelle Marlor and Shirley Swelchalot Shxwha:yathel Hardman

Department Head: [Chair, PWG] Shirley Hardman  Date approved: April 6, 2012

Supporting area consultation  Date of meeting: September 7, 2012

Curriculum Committee chair: Tetsuomi Anzai  Date approved: September 14, 2012

Dean/Associate VP: Jacqueline Nolte  Date of meeting: September 7, 2012

Undergraduate Education Committee (UEC) approval  Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
• Differentiate the nature, sources, and characteristics of traditional ecological knowledge
• Identify and describe specified plants and animals and the ecological relationship among them from an
  Indigenous perspective
• Interpret key differences between scientific and Indigenous styles of knowing about the environment
• Illustrate the larger empirical and theoretical implications of using traditional ecological knowledge within natural
  resource management
• Compare and contrast Indigenous and scientific philosophies as related to the environment
• Explain the complex relationship between culture and biology in traditional ecological knowledge and natural
  resource management
• Describe issues around indigenous knowledge and intellectual property rights

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, field
trips, student-centred activities, readings, and lectures.

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. Examples for this course might be:]  

And a course pack to include a selection from:


of Nebraska


SUPPLIES / MATERIALS:
None

STUDENT EVALUATION: [An example of student evaluation for this course might be:]  
Midterm 30%
Project 25%
Final 35%
Participation/engagement 10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]  
Week 1 Introduction to traditional ecological knowledge
Week 2 Elder teachings and river walk at Blue Heron Reserve
Week 3 Lifestyles: Being out on the land and water
Week 4 Who has the knowledge and who can learn it
Weeks 5-9 Examples of traditional ecological knowledge (including fieldtrips and guest lectures)
Week 10 Indigenous methodologies, epistemology, classification, and ontology
Week 11 Traditional technologies, ceremonies and sacredness
Week 12-13 Indigenous peoples and natural resource management
This is a cross-listed course. Please refer to the official course outline for full course information.

**COURSE NAME/NUMBER:** BIO 477  
**FACULTY/DEPARTMENT:** Arts/Indigenous Studies Centre  
**UFV CREDITS:** 4  
**COURSE DESCRIPTIVE TITLE:** Traditional Ecological Knowledges

**OFFICIAL COURSE OUTLINE:**
This is a cross-listed course. Please refer to **IPK 477** for the official course outline.

**CALENDAR DESCRIPTION:**
This course explores in depth Indigenous approaches to botany, zoology, and ecology. Topics may include: Indigenous systems of classification; contexts in which Indigenous peoples develop and utilize traditional ecological knowledge; methods of learning about traditional ecological knowledge from knowledgeable Indigenous elders and harvesters; traditional and new Indigenous approaches to natural resource (co)management; methods of caring for, harvesting, and/or using plants and animals; and the relationship of traditional ecological knowledge to other aspects of Indigenous ways of life, culture, and territorial claims. There will be an emphasis on the traditional ecological knowledge of the North West Coast.

Note: This course includes class field trips.
Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

**PREREQUISITES:** 60 university-level credits.  
**COREQUISITES:**  
**PRE or COREQUISITES:**  
**SYNONYMOUS COURSE(S):**
(a) Replaces:  
(b) Cross-listed with: **IPK 477**  
(c) Cannot take: **IPK 477** for further credit.

**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):** Chantelle Marlor and Shirley Hardman  
**Department Head:** Allan Arndt  
**Date approved:** July 13, 2012  
**Supporting area consultation**  
**Date of meeting:** September 7, 2012  
**Curriculum Committee chair:** Tetsuomi Anzai  
**Date approved:** September 14, 2012  
**Dean/Associate VP:** Ora Steyn  
**Date approved:** September 2012  
**Undergraduate Education Committee (UEC) approval**  
**Date of meeting:** September 28, 2012
To: Amanda Grimson  
From: Shirley Hardman  
Date: July 16, 2012  
Re: IPK 486  

IPK 486: Worldviews of Indigenous Peoples in North America  

This course will be offered as a part of the upcoming Indigenous Studies major. It introduces students to the worldviews of the Indigenous peoples of North America.
COURSE NAME/NUMBER: IPK 486
FACULTY/DEPARTMENT: Indigenous Studies Centre
UFV CREDITS: 4

COURSE DESCRIPTIVE TITLE: Worldviews of Indigenous Peoples in North America

CALENDAR DESCRIPTION:
This course will explore the teachings of Indigenous knowledge holders, the ancestral and contemporary knowledge regarding the origins of the world, cosmology, and power. This course will focus primarily on the teachings of the first peoples of North America, though connections will be made with Indigenous peoples from other parts of the world. Students will develop an understanding of the key topics and questions of the Indigenous philosophies. This course will encourage a student to develop a more critical stance towards his or her own culture(s) and the ability to evaluate ideas within a cultural and historical context.

PREREQUISITES: 60 university-level credits
COREQUISITES:
PRE or COREQUISITES:

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

TOTAL HOURS PER TERM: 60
TRAINING DAY-BASED INSTRUCTION:
Length of course: 
Hours per day: 

STRUCTURE OF HOURS:
Lectures: 30 Hrs
Seminar: 30 Hrs
Laboratory: Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

OTHER:
Maximum enrolment: 28
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): Shirley Swelchalot Shxwha:yathel Hardman
Department Head: (Chair, PWG) Shirley Hardman
Date approved: April 6, 2012
Date of meeting September 7, 2012
Date of meeting September 28, 2012
Supporting area consultation
Curriculum Committee chair: Tetsuomi Anzai
Date approved: September 14, 2012
Date approved: September 7, 2012
Dean/Associate VP: Jacqueline Nolte
Undergraduate Education Committee (UEC) approval

Indigenous Studies Centre
LEARNING OUTCOMES:
Upon successful completion of this course, a student will be able to:
• identify the key topics and questions of Indigenous (North American) philosophies
• analyze the ontological, ethical, political, epistemological, and metaphilosophical issues raised within the context of Indigenous philosophies
• articulate the interplay between his/her own culture/world experience & the teachings of Indigenous peoples
• identify contemporary Indigenous Philosophers and summarize their contributions to the canon

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☑ Portfolio assessment ☑ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
A Course pack to include a selection from:

SUPPLIES / MATERIALS:
None

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Midterm paper 30%
Reflective/reflective journal 25% (could be quizzes, short assignments, and presentations)
Final paper 35%
Participation/engagement 10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
Week 1 Introduction to Indigenous (North American) Philosophies
Week 2 What is Indigenous Philosophy (Who Defines It?)
Week 3-4 Representations and Stereotypes (Otherness & Differences)
Week 5-6 Ancestral Sources of Philosophical Thought (Origins, Cosmology, Power)
Weeks 7-9 Indigenous knowledges, Epistemology, and Pedagogies
Week 10 Indigenous Philosophy & Personal Practice (Ethics, Preservation & Maintenance of Indigenous Teachings)
Week 11-13 Contemporary Indigenous (North American) Philosophers
MEMO

To: Amanda Grimson
From: Shirley Hardman
Date: July 16, 2012
Re: IPK 331

IPK 331: Indigenous Leadership: Yesterday for Today and Tomorrow

This course is being revised to update the readings, clarify the content, and fit into the upcoming major program in Indigenous Studies. It has also been reworded to explicitly welcome non-Indigenous students. It is cross-listed with POSC 336, as the number 331 was already in use.
**Course Name/Number:** IPK 331 
**Faculty/Department:** Indigenous Studies Centre 
**UFV Credits:** 4

**Course Descriptive Title:** Indigenous Leadership: Yesterday and Today for Tomorrow I

**Calendar Description:**
In a collaborative learning environment, students and instructor will examine their understandings of history, leadership, and themselves. With an anti-colonial lens, students will examine and engage with knowledge of the interaction of the State, non-Indigenous, and Indigenous peoples. This course is open to everyone. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lō and Canadian history, realities, and challenges for today and tomorrow.

Note: This course is offered as IPK 331 and POSC 336. Students may take only one of these for credit.

**Prerequisites:** 45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, POSC 110, POSC 120, or FNST 275/EDUC 275.

**Corequisites:**

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<th>Synonymous Course(s):</th>
<th>Service Course to: (department/program)</th>
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</thead>
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<td></td>
</tr>
<tr>
<td>(b) Cross-listed with:</td>
<td>POSC 336</td>
</tr>
<tr>
<td>(c) Cannot take:</td>
<td>POSC 336 for further credit.</td>
</tr>
</tbody>
</table>

**Total Hours per Term:** 60

**Structure of Hours:**
- Lectures: 20 Hrs
- Seminar: 40 Hrs
- Laboratory: Hrs
- Field experience: Hrs
- Student directed learning: Hrs
- Other (specify): Hrs

**Expected frequency of course offerings:** Once per year (every semester, annually, every other year, etc.)

**Maximum enrolment:** 28

**Transfer Credit Exists in BCCAT Transfer Guide:** Yes

**Course Implementation Date:** January 2013

**Course Revised Implementation Date:** September 2018 (six years after UEC approval)

**COURSE TO BE REVIEWED:** September 2018 (month, year)

**Course Designer(s):** William J. Mussell, redesigned by Shirley Hardman and Rita Dhamoon

**Department Head:** (Chair, PWG) Shirley Hardman 
**Supporting area consultation**
**Curriculum Committee chair:** Tetsuomi Anzai 
**Dean/Associate VP:** Jacqueline Nolte 
**Undergraduate Education Committee (UEC) approval** 
**Date approved:** April 6, 2012 
**Date of meeting:** September 7, 2012 
**Date approved:** September 14, 2012 
**Date of meeting:** September 7, 2012 
**Date approved:** September 7, 2012 
**Date of meeting:** September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
- describe the social and leadership dynamics prior to colonization
- draw on previous course work in Indigenous histories to make meaningful links between the reality of the past with the present
- recognize and identify strategies used in Indigenous communities to develop new community lifestyles and to organize leadership to face new political and social realities
- identify and provide definition of culture as a dynamic phenomenon
- explain the disruptive forces of state laws and practices that have shaped policies on and about Indigenous peoples in relation to Indigenous leadership
- explain culture dimensions of holistic health, renewal and empowerment by focusing on traditional knowledge, ways of knowing, and core values
- explain the strategies and approaches of Indigenous leaders defending of their land, rights, communities, and cultural practices
- describe the effects of disruptive forces in their lives and the importance of healing and personal growth

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lecturers.

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): Traditional teaching methods of experiential learning will be the focus of this course. Additionally, students in this course are on a journey of self discovery which they embark on with the educator and their peers. Grading in this course is contingent upon the self reflective practice and the teach back exercises.

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
A Gathering of Wisdoms: Tribal Mental Health
A Cultural Perspective: Swinomish Tribal Mental Health Project Bill Mussell
A Course pack to include a selection from:
McIvor, David (dir.), 2005, The Lynching of Louie Sam (film, 52 mins)
Welsh, Christine (dir.), 2006, Finding Dawn (film, 73 mins)
Obomsawin, Alanis, 1993, Kanehsatake 270 years of Resistance (film, 119 mins)
SUPPLIES / MATERIALS: None

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
- Participation/engagement: 10%
- Presentation: assigned readings (small groups): 20% (leadership reframing)
- Teach-back: 25%
- Journal: 25%
- Course reflection and self-evaluation of leadership: 20%

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

Weeks 1-2: Case Study Purpose, Methodology, and Findings
- Frames of leadership including pre-European history: elders, matriarchs, and other leaders;
- Indigenous v. non-Indigenous forms of leadership; government structures e.g. Ministries and Indigenous structures.

Weeks 3-4: Family and Community Context of Indigenous Life and Historical Disruptive Forces

Weeks 5-6: Indigenous Philosophies and Traditions Issues of Authenticity and Essentialism
- Indigenous teachings, traditional knowledge, and political philosophy. Mental, physical, spiritual, and emotional components of effective leadership.

Weeks 7-9: Grieving, Healing, and Personal Growth
- Engaging with the psycho-social impacts of historical and contemporary traumas: murdered and missing women, TRC, residential schools, grieving of "loss" of Indigenous knowledge on leadership because of colonialism including connections to land, seven generations linkages, language and resilience, reconciliation-reclamation-redress, apology, Declaration of the Rights of Indigenous Peoples.

Weeks 10-12: Personal and Cultural Identity
- A tradition of resistance: Indigenous and State policies of citizenship and how they divide and organize leadership, Métis Council, AFN, Inuit Women's organization, NWAC – women as leaders; Indigenous strategies of defense of their land, rights, communities, and cultural practices.

Week 13: Closing Circle
CROSS-LISTED COURSE OUTLINE

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>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
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<tbody>
<tr>
<td>POSC 336</td>
<td>Indigenous Studies Centre</td>
<td>4</td>
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<tr>
<td>Indigenous Leadership: Yesterday and Today for Tomorrow I</td>
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COURSE DESCRIPTIVE TITLE

This is a cross-listed course. Please refer to IPK 331 for the official course outline.

CALENDAR DESCRIPTION:

In a collaborative learning environment, students and instructor will examine their understandings of history, leadership, and themselves. With an anti-colonial lens, students will examine and engage with knowledge of the interaction of the State, non-Indigenous, and Indigenous peoples. This course is open to everyone. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lō and Canadian history, realities, and challenges for today and tomorrow.

Note: This course is offered as IPK 331 and POSC 336. Students may take only one of these for credit.

PREREQUISITES:

45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, POSC 110, POSC 120, or FNST 275/EDUC 275.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: 
(b) Cross-listed with: IPK 331 
(c) Cannot take: IPK 331 for further credit.

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): William J. Mussell, redesigned by Shirley Hardman and Rita Dhamoon

Department Head: Hamish Telford  
Date approved: September 22, 2011

Supporting area consultation  
Date of meeting: September 7, 2012

Curriculum Committee chair: Tetsuomi Anzai  
Date approved: September 14, 2012

Dean/Associate VP: Jacqueline Nolte  
Date approved: September 7, 2012

Undergraduate Education Committee (UEC) approval  
Date of meeting: September 28, 2012
MEMO

To: FSCC, Science Faculty Council, UEC, Senate  
From: Cynthia Loten, Head, Mathematics and Statistics  
Date: 25/09/2012  
Re: Revisions to prerequisites, outcomes, maximum enrolment for Math 440, 6 year review

This outline went through Pre-UEC without any suggestions for change. We have made major revisions to Math 440 to make it more accessible to students and to restructure it as a seminar-based course. Acting Dean of Science, Ian McAskill approved the maximum enrolment from 36 to 24.

Proposed prerequisite change
From: Math 255 and one of Math 320 or Math 340.
To: Math 211, Math 265 and one of Math 221 or Math 152

Proposed change in maximum enrolment: from 36 to 24.

Proposed change in outcomes: See course outline

MATH~440, Fourier analysis, was implemented in January 2006. It has never been offered as a regular course but has been offered twice as a Directed Studies class (winter 2006, fall 2008). In each case there were two students. The prerequisites are MATH 255 (Ordinary differential equations) and MATH 340 (Introduction to Analysis). At no time has there been more than three or four students who have met these prerequisites. This combination of prerequisites makes it improbable we will ever be able to offer MATH 440 as a regular lecture course since so few students qualify.

Fourier analysis is an important part of mathematics. It has a strong history of applications to problems in pure and applied mathematics such as approximating functions by polynomials and signal processing. It is also an excellent place to introduce the infinite dimensional Hilbert spaces...
OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

MATH 440
Mathematics and Statistics

COURSE NAME/NUMBER
FACULTY/DEPARTMENT
UFV CREDITS
Fourier Analysis
Mathematics and Statistics
3

CADENDAR DESCRIPTION:
Fourier analysis involves the breakdown of functions into sine and cosine components. This can be done on the circle, real line, or on groups. These expansions have many applications in mathematics to areas such as signal processing and rapid numerical computations. Topics will include Fourier series and their properties, Fourier transforms, types of convergence, distributions, filtering, noise reduction, reconstruction of musical tones, and Fast Fourier transform. This will be a seminar-based course. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently-researched paper.

PREREQUISITES:
MATH 211, MATH 265, and one of MATH 152 or MATH 221

COREQUISITES:

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

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 45
SECONDARY HOURS:
Lectures: Hrs
Seminar: 45 Hrs
Laboratory: Hrs
Field experience: Hrs
Student directed learning: Hrs
Other (specify): Hrs

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

OTHER:
Maximum enrolment: 36, 24
Expected frequency of course offerings: Every three years.
(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): Erik Talvila
Department Head: Cynthia Loten
Date approved: April 2, 2012
Supporting area consultation
Date of meeting: April 20, 2012
Curriculum Committee chair: David Fenske
Date approved: June 22, 2012
Dean/Associate VP: Lucy Lee
Date approved: September 7, 2012
Undergraduate Education Committee (UEC) approval
Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Prove properties of Fourier expansions in three settings: the circle, the line, and finite Abelian groups.
2. Compute Fourier series and Fourier transforms of representative functions and distributions.
3. Demonstrate the differences and uses of pointwise, mean-square and summability convergence.
4. Implement the Fast Fourier Transform and use it to quickly compute products of large numbers.
5. Construct a digital filter using convolutions.
6. Conduct a seminar on a topic agreed upon with the instructor.
7. Conduct independent research on a topic agreed upon with the instructor, write their results in a research paper and present these results to the class in a seminar.

METHODS:
(Guest lecturers, presentations, online instruction, field trips, etc.)
Lectures, facilitated discussion, student-led discussion, student presentations, individual assistance in producing a seminar, and a research project.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
- Examination(s)
- Portfolio assessment
- Interview(s)

☐ Other (specify): Please see departmental challenge policy

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

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. Examples for this course might be:]
The text is chosen by a departmental curriculum committee.

Recommended texts are:

SUPPLIES / MATERIALS:

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar presentation and research project</td>
<td>20%</td>
</tr>
<tr>
<td>Term tests</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
</tr>
</tbody>
</table>

Students must achieve at least 40% on the final exam in order to pass this course.

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

1. Periodic functions, Fourier coefficients, differentiation and integration of Fourier series. Proofs of basic properties.
2. Pointwise convergence, summability of Fourier series.
3. Orthogonal functions, mean-square convergence, Parseval equality, Bessel inequality, Hilbert spaces.
5. Applications chosen from: isoperimetric problem, Poisson summation formula, Weierstrass approximation theorem, etc.
7. Discrete Fourier analysis, Fast Fourier Transform, Fourier analysis on groups.
8. Signal processing: filtering, noise reduction, applications to musical tones.
MEMORANDUM

To: AFCC/UPAC
From: Tetsuomi Anzai, Dept Head; Blaine Campbell and Sarah Ciurysek, Course reviewers
Date: May 25, 2011
Re: VA 180 Digital Photography I

The Visual Arts Department proposes the following revisions to its Official Course Outline for VA 180:

- Calendar Description has had minor wording adjustments made.
- Structure of Hours have been adjusted to reflect current practice.
- Enrolment has been changed to reflect current class size based on computer lab facilities
- Learning Outcomes have been reworded to incorporate current wording practice
- Texts have been updated
- Supplies have been updated

DEPT. APPROVAL DATE: May 20, 2011
PRE-UPAC DATE: May 27, 2011
AFCC DATE: June 3, 2011
UPAC DATE:
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>VA 180</td>
<td>Faculty of Arts – Visual Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIVE TITLE

Emphasis is on the basics of digital imaging techniques beginning with scanning procedures and progressing through to the production of a final print. Techniques covered include the use of palettes, tools, layers and masks, as well as the application of text to images. The functional and aesthetic impact of digital photography in today’s society is investigated. This course is aimed at users with little or no experience of photo imaging software. Students must have access to their own digital camera.

Note: Students with GD 158 cannot take VA 180 for further credit.

PREREQUISITES: None

SYNONYMOUS COURSE(S):

(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: GD 158 for further credit.

TOTAL HOURS PER TERM: 60

TRAINING DAY-BASED INSTRUCTION:

<table>
<thead>
<tr>
<th>Structure of Hours</th>
<th>Length of course:</th>
<th>Hours per day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: 25 Hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar: 10 Hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory: 25 Hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field experience:</td>
<td>Maximum enrolment: 20</td>
<td></td>
</tr>
<tr>
<td>Student directed learning:</td>
<td>Expected frequency of course offerings: annual</td>
<td></td>
</tr>
<tr>
<td>Other (specify):</td>
<td>(every semester, annually, every other year, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

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): Grace Tsurumaru/Tetsuomi Anzai (reviewed by Blaine Campbell/Sarah Ciurysek)
Department Head: Tetsuomi Anzai Date approved: May 2011
Supporting area consultation Date of meeting: June 3, 2011
Curriculum Committee chair: John Carroll Date approved: June 2011
Dean/Associate VP: Jacqueline Nolte Date approved: June 2011
Undergraduate Education Committee (UEC) approval Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Use appropriately the basic vocabulary used in digital photography
- Identify and apply the features of a typical photo imaging software such as Adobe Photoshop
- Develop strategies for the scanning of negatives, prints, and slides
- Prepare and print images for final presentation
- Demonstrate alternate digital presentations and techniques (web, projections, installations)
- Articulate the function of digital images in terms of their historical and contemporary contexts

METHODS:
(Example lecturers, presentations, online instruction, field trips, etc.)
Lectures/demonstrations, readings/discussions, technical exercises and assignments, class critiques.

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. Examples for this course might be:]

SUPPLIES / MATERIALS:
Students must have their own digital camera and external file storage

STUDENT EVALUATION:
[Example of student evaluation for this course might be:]

- Technical exercises 30%
- Midterm project 30%
- Final project 35%
- Participation/attendance 5%

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

Week:
5. Project #1 assigned and lab time. Lecture: Photography in the digital age - Part I.
6. Lab time.
7. Midterm critique.
10. Lecture: Photography in the digital age - Part II.
11. Lab time.
12. Lab time.
13. Final critique.
The Visual Arts Department proposes the following revisions to its Official Course Outline for VA 371.

**Course Title:** changed to better reflect the content of the course.

**Calendar Description:** changed to update course material to current practice.

**Pre-requisites:** changed to follow the changes being requested for all 300-level VA course (sent to Pre-UPAC August 25, 2011)

**Learning Outcomes:** changed to bring them into current wording (see attached course outline).

**Course Content:** changed to align with course description & learning outcomes
OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

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

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

<table>
<thead>
<tr>
<th>COURSE NAME/NUMBER</th>
<th>FACULTY/DEPARTMENT</th>
<th>UFV CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA 371</td>
<td>Visual Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:
The objective of this course is to explore interactive media through engagement in individual and collaborative interdisciplinary work. Grounded in interactive media design, students will develop interactive participatory media and media performance projects from conception to final presentation, including documentation of concept through final production. Options for individual or collaborative projects are supported.

PREREQUISITES: VA 271 (formerly VA 171) or VA 272 (formerly VA 172).
Note: As of September 2013, prerequisites will change to the following: VA 272, VA 113, VA 115, VA 116, and one of either VA 160 or VA 180. Students in programs outside of the BFA or the Visual Arts diploma who do not have the 100-level pre-requisites may seek permission of the department.

COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: ____________________________
(b) Cross-listed with: ____________________
(c) Cannot take: _________________________

SERVICE COURSE TO: (department/program) for further credit.

TOTAL HOURS PER TERM: 60

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

STRUCTURE OF HOURS:

<table>
<thead>
<tr>
<th>Lectures:</th>
<th>Seminar:</th>
<th>Laboratory:</th>
<th>Field experience:</th>
<th>Student directed learning:</th>
<th>Other (specify): Critiques:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Hrs</td>
<td>6 Hrs</td>
<td></td>
<td>8 Hrs</td>
<td>7 Hrs</td>
<td>9 Hrs</td>
</tr>
</tbody>
</table>

OTHER:
Maximum enrolment: 17
Expected frequency of course offerings: (every semester, annually, every other year, etc.)

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

Course designer(s): **Toni Latour, reviewed by Kenneth Newby**

Supporting area consultation
Curriculum Committee chair: **Tetsuomi Anzai**
Dean/Associate VP: **Jacqueline Noite**

Undergraduate Education Committee (UEC) approval

Date approved: June 17, 2011
Date of meeting: September 23, 2011
Date approved: October 14, 2011
Date of meeting: September 28, 2012
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Demonstrate fluency in the use of interactive media technologies for sound and visual images.
2. Utilize compositional skills in the integration of interactive media in performative situations.
3. Demonstrate theoretical grounding in interactive media and media performance.
4. Document, present, and reflexively discuss the creative processes and final project.
5. Contextualize creative work within cultural currents of 20th and 21st century art and performance practices.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Course content is explored through student presentations, proposal writing, visual presentations of time-based interactive or performative work, individual projects, class critiques and discussions.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
Course packages assembled by the instructor.

SUPPLIES / MATERIALS:
Materials to be determined by the student.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Completed projects 70%
Individual or team presentation 20%
Attendance/participation 10%

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]
Week 1. Introduction - Course Overview and Introduction to Interactive Art and Performance
Workshop: Machine Vision

Week 2. Participation, Dialogue, Performance, Presence
Workshop: Machine Listening
Activity: Mapping Exercise I - controlling visible images interactively

Week 3. Sensitive Environments - social spaces
Workshop: Creating and accessing databases of media objects
Activity: Mapping Exercise II - controlling audible images interactively

Week 4. Interface - Metaphor and Action
Workshop: Novelty - randomness and constraints
Activity: Metaphor Exercise - making meaning through interaction

Week 5. Play - Finite, Infinite and Deep
Workshop: embodied interaction
Activity: generative video composition

Week 6. Relation and Reaction
Workshop: synchronization across media (image, text, sound)
Activity: generative audio composition

Week 7. Braided Media - Open Works and the Heterographic Voice
Workshop: Live Video Technique - capture, sequencing, compositing, processing

Week 8. Project Proposals: Interaction Model, Media Design/Diffusion and Production Plan - Presentations and Discussion
Workshop: Live Audio Technique - capture, sequencing, mixing, processing

Week 9. Project Development I
Workshop: Live Typography - letter, word, sentence, animation

Week 10. Project Development II
Week 11. Project Prototype Presentations
Week 12. Open Class for Project Refinements
Week 13. Final Presentations I
Week 14. Final Presentations II
### CALENDAR DESCRIPTION:
The objective of this course is to explore interactive media through engagement in individual and collaborative interdisciplinary work. Grounded in interactive media design, students will develop interactive participatory media and media performance projects from conception to final presentation, including documentation of concept through final production. Options for individual or collaborative projects are supported.

### PREREQUISITES:
VA 272, VA 113, VA 115, VA 116, and one of either VA 160 or VA 180.

Note: Students in programs outside of the BFA or the Visual Arts diploma who do not have the 100-level pre-requisites may seek permission of the department.

### COREQUISITES:
PRE or COREQUISITES:

### SYNONYMOUS COURSE(S):
(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: 

### TOTAL HOURS PER TERM: 60

<table>
<thead>
<tr>
<th>STRUCTURE OF HOURS</th>
<th>TRAINING DAY-BASED INSTRUCTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures: 30 Hrs</td>
<td>Length of course:</td>
</tr>
<tr>
<td>Seminar: 6 Hrs</td>
<td>Hours per day:</td>
</tr>
<tr>
<td>Laboratory:</td>
<td>Other:</td>
</tr>
<tr>
<td>Field experience: 8 Hrs</td>
<td>Maximum enrolment: 17</td>
</tr>
<tr>
<td>Student directed learning: 7 Hrs</td>
<td>Expected frequency of course offerings:</td>
</tr>
<tr>
<td>Other (specify): Critiques 9 Hrs</td>
<td>(every semester, annually, every other year, etc.)</td>
</tr>
</tbody>
</table>

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

1. Demonstrate fluency in the use of interactive media technologies for sound and visual images.
2. Utilize compositional skills in the integration of interactive media in performative situations.
3. Demonstrate theoretical grounding in interactive media and media performance.
4. Document, present, and reflexively discuss the creative processes and final project.
5. Contextualize creative work within cultural currents of 20th and 21st century art and performance practices.

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Course content is explored through student presentations, proposal writing, visual presentations of time-based interactive or performative work, individual projects, class critiques and discussions.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☐ Examination(s) ☑ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. Examples for this course might be:]
Course packages assembled by the instructor.

SUPPLIES / MATERIALS:
Materials to be determined by the student.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]
Completed projects 70%
Individual or team presentation 20%
Attendance/participation 10%

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

- Week 1. Introduction - Course Overview and Introduction to Interactive Art and Performance
  Workshop: Machine Vision

- Week 2. Participation, Dialogue, Performance, Presence
  Workshop: Machine Listening
  Activity: Mapping Exercise I - controlling visible images interactively

- Week 3. Sensitive Environments - social spaces
  Workshop: Creating and accessing databases of media objects
  Activity: Mapping Exercise II - controlling audible images interactively

- Week 4. Interface - Metaphor and Action
  Workshop: Novelty - randomness and constraints
  Activity: Metaphor Exercise - making meaning through interaction

- Week 5. Play - Finite, Infinite and Deep
  Workshop: embodied interaction
  Activity: generative video composition

- Week 6. Relation and Reaction
  Workshop: synchronization across media (image, text, sound)
  Activity: generative audio composition

- Week 7. Braided Media - Open Works and the Heterographic Voice
  Workshop: Live Video Technique - capture, sequencing, compositing, processing

- Week 8. Project Proposals: Interaction Model, Media Design/Diffusion and Production Plan - Presentations and Discussion
  Workshop: Live Audio Technique - capture, sequencing, mixing, processing

- Week 9. Project Development I
  Workshop: Live Typography - letter, word, sentence, animation

- Week 10. Project Development II

- Week 11. Project Prototype Presentations

- Week 12. Open Class for Project Refinements

- Week 13. Final Presentations I

- Week 14. Final Presentations II
MEMORANDUM

TO: UEC
FROM: David Fenske, Chemistry Department Head
DATE: April 12, 2012 (revised Sept. 14 2012)
SUBJECT: Chemistry minor – revision to lower level requirements

Similar to the request made by the Biology department, the Chemistry Department requests approval for a revision to the Chemistry minor. The newly created MATH course was designed specifically for biology students.

Program Requirements

Lower-level requirements

Current:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

New:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Or</td>
<td>MATH 118 Calculus II for Life Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

Effective:

January 2013

Budget Implications

None
Chemistry minor  (page 77)

This section specifies the Chemistry minor discipline requirements only. Students need to combine these minor requirements with another science minor or major. See the Bachelor of Science degree section for additional requirements and the appropriate sections for the chosen major or minor.

### Lower-level requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry I (previously offered)</td>
<td>4-5</td>
</tr>
<tr>
<td>or CHEM 113</td>
<td>Principles of Chemistry I</td>
<td>4-5</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry II (previously offered)</td>
<td>4-5</td>
</tr>
<tr>
<td>or CHEM 114</td>
<td>Principles of Chemistry II</td>
<td>4-5</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry I (previously offered)</td>
<td>4</td>
</tr>
<tr>
<td>or CHEM 213</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 212</td>
<td>Organic Chemistry II (previously offered)</td>
<td>4</td>
</tr>
<tr>
<td>or CHEM 214</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 221</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 118</td>
<td>Calculus II for Life Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 105</td>
<td>Non-Calculus Physics</td>
<td>5</td>
</tr>
<tr>
<td>or PHYS 111</td>
<td>Mechanics</td>
<td>5</td>
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</table>

Plus one course selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 104</td>
<td>Introductory Statistics</td>
<td>4</td>
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<tr>
<td>MATH 106</td>
<td>Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 270</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 302</td>
<td>Analysis of Observational and Experimental Data</td>
<td>3</td>
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</table>

### Upper-level requirements

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<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 321</td>
<td>Intermediate Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 324</td>
<td>Chemical Kinetics and Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CHEM</td>
<td>Upper-level chemistry courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: SCI 400 is highly recommended as a non-chemistry elective, but is not an upper-level requirement.
MEMORANDUM

To: AFCC/UEC

From: John Pitcher, English Department Head

Date: May 1, 2012

Re: Addition of courses to English Honours & English major, program options

It has come to our attention that there are some course numbers missing in the following programs. We would ask that the following additions be made:

English
ufv.ca/english

English major, English Literature

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
• Six credits from ENGL 204-207
• Six credits from ENGL 208-280.

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Eight credits from ENGL 323-363, 368, 369
• Sixteen credits from ENGL 301-490 (see Note)

Note: A senior Literature in Translation course may be substituted for one course in this series.

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

English major, Creative Writing concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 21 credits

• ENGL 105
• Three credits from ENGL 108, 115, 120, 130, 150, 170,
• Three credits from ENGL 104, 165
• Six credits from ENGL 204-207, 240, 280, 294
• Six credits from ENGL 208, 211, 212, 213, 215

Upper-level requirements: 32 credits

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

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

Note 2: ENGL 490 must be focused on a creative writing project.

**English major, Drama concentration**

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170, THEA 101
• Nine credits from ENGL 204-207, 240, 280, 294
• Three credits from ENGL 230, THEA 201, THEA 202

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 309, 316, 318, 319
• Twelve credits from ENGL 310, 312, 361, 368, THEA 305, 311, 352, 353, 360, 370, 401, 450, 451
• Twelve credits from ENGL 301-490

**English major, Writing and Rhetoric concentration**

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
• Six credits from ENGL 204-207, 240, 280, 294
• Six credits from ENGL 209, 210, 214

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Sixteen credits from ENGL 370, 371, 372, 374, 375, 376, 379
• Eight credits from ENGL 301-490

Course listings

For complete details on courses see the **course descriptions** section.
M E M O R A N D U M

To: AFCC/UEC
From: John Pitcher, English Department Head
Date: May 10, 2012
Re: Addition of courses to English extended minor, and English minor program options

It has come to our attention that there are some course numbers missing in the following programs. We would ask that the following additions be made:

English
ufv.ca/english

English extended minor

This section specifies the extended minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits
• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
• Six credits from ENGL 204-207
• Six credits from ENGL 208-280 294

Upper-level requirements: 16 credits
• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490

English minor

This section specifies the minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 12 credits
• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
• Six credits from ENGL 204-280 294

Upper-level requirements: 16 credits
• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490
MEMO

To: Pre-UEC, Science Curriculum, UEC
From: Michelle Rhodes, Head, Geography Department
Date: May 2, 2012
Re: Changes to Physical Geography major requirements

Proposed

We are requesting a change in the Physical Geography major and Honours major to reflect the greater availability of course options than is currently included.

Rationale

When GEOG 352 was approved to become GEOG 252, the result was a shift in 4-credits from the upper-level requirements to the lower-level requirements. The department chose to replace these four upper-level credits with an elective course, followed by a list the available courses. These courses are now out of date.

Further, the two courses approved this winter: GEOG 335: Freshwater Ecology and GEOG 419: Paleoecology, are not reflected in the current copy. We are requesting the addition of GEOG 419 as an option for a 4th year requirement as well.

GEOG 401 is no longer offered.

A note has been added (Note 3) stating that if GEOG 491 and a minimum of 36 additional credits in upper-level Physical Geography have been completed, an elective is not needed.

Budget Implications

None

Calendar Copy: PG major

Upper-level requirements: 32-33 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tr>
<td>Required</td>
<td>GEOG 353   GIS Applications</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GEOG 433  Geography of Selected Region</td>
<td>4</td>
</tr>
<tr>
<td>One of:</td>
<td>GEOG 302  Fluvial Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GEOG 304  Coastal Geomorphology</td>
<td></td>
</tr>
</tbody>
</table>

1

Agenda Item # 5.3. Geography
### Upper-level requirements: 52-56 credits

#### Upper-level Physical Geography requirements: 40-41 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 353</td>
<td>GIS Applications</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 354</td>
<td>Approaches in Human Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 433</td>
<td>Geography of Selected Regions</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 491</td>
<td>Honours Research Design and Data Collection (See Note 1)</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Honours Research Project in Physical Geography/ GIS</td>
<td>4</td>
</tr>
<tr>
<td>STAT MATH 315</td>
<td>Applied Regression Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Fluvial Geomorphology

One of:

- GEOG 302
- GEOG 304 Coastal Geomorphology

One of:

- GEOG 303 Principles of Hydrology

---

*Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 307</td>
<td>Urban Climatology</td>
<td></td>
</tr>
<tr>
<td>GEOG 308</td>
<td>Climate Change and Variability</td>
<td></td>
</tr>
<tr>
<td>One of:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEOG 315</td>
<td>Soil Process or Function</td>
<td></td>
</tr>
<tr>
<td>GEOG 317</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>One of:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>GEOG 402</td>
<td>Quaternary Geology and Geomorphology</td>
<td></td>
</tr>
<tr>
<td>GEOG 410</td>
<td>Plant Ecology</td>
<td></td>
</tr>
<tr>
<td>GEOG 417</td>
<td>Wetlands</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td><strong>Paleoecology</strong></td>
<td></td>
</tr>
<tr>
<td>GEOG 419</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 453</td>
<td>Remote Sensing of the Environment</td>
<td></td>
</tr>
<tr>
<td>One of:</td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>GEOG 452</td>
<td>Field Methods and Techniques</td>
<td></td>
</tr>
<tr>
<td>GEOG 470</td>
<td>Field Studies in Geography</td>
<td></td>
</tr>
<tr>
<td>One course Elective</td>
<td>Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 402, 410, 417, 419, 453) (Note 3)</td>
<td>4</td>
</tr>
<tr>
<td>Plus:</td>
<td>Electives</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, statistics, computer science, physics) (see Notes 3-4 and 45)</td>
<td></td>
</tr>
</tbody>
</table>

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 400G, 400J, 402, 410, 417, 419, or 458.

Note 2: Students choosing Mathematics or Statistics as their breadth requirement cannot include MATH STAT 315 as one of their breadth courses.

Note 3: Elective not required if the student has already completed GEOG 491 and met the requirement for at least 36 additional credits in upper-level Physical Geography.

Note 4: Students planning to apply for a Bachelor of Science, Physical Geography Honours, with a view to pursuing graduate studies should expect, in consultation with their honours supervisor, to take any additional Mathematics courses deemed applicable to their area of study.

Note 45: Students planning to apply for a Bachelor of Science, Physical Geography Honours, should consult carefully with a Science Advisor to ensure they satisfy any lower-level prerequisites required for the upper-level courses they expect to take to satisfy the breadth requirements.

Note 5: No more than eight credits may be in directed studies/directed readings (GEOG 480, 482, 483, 484).
MEMO

To: CACC & Faculty Council
From: Michelle Rhodes, Head, Geography Department
Date: August 28, 2012
Re: Removal of GEOG 250 as program requirement option in BA major and BA major, concentration in International Studies

Proposed

We are requesting that the removal of GEOG 250 as an alternative to GEOG 253 as a requirement for the Geography major, and as a requirement for the International Studies concentration.

Rationale

GEOG 250 was envisioned originally as an alternative to GEOG 253 at a time when Geography had removed its cartography course (the previous GEOG 251). GEOG 250 was seen as a course that would still provide cartography content and that would appeal to students that were less interested in GIS.

However, several things have happened since that time. The course has not been offered because the primary instructor has been on maternity leave/ sabbatical, and thus all students have completed GEOG 253. Further, the department has identified GIS as a core skill in its learning outcomes, and thus wants to remove the option to take a substitute course. GEOG 250 has subsequently been revised as a course that would teach geographic skills for the workplace, and thus does not play the same role that it once did.

Budget Implications

None. GEOG 250 has been offered—and cancelled, due to low enrolment—only once, and thus no student has completed this course as part of their degree requirements. All students have completed GEOG 253.
Revised Calendar Copy

Geography Honours
(for Bachelor of Arts degree students)

This section specifies the honours requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Introduction to Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td></td>
</tr>
<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Introduction to Geographic Techniques</td>
<td></td>
</tr>
<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Geography
www.ufv.ca/geography

Geography major
(for Bachelor of Arts degree students)

This section specifies the Geography major (no concentration) requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
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<tr>
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<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
</tbody>
</table>
or GEOG 202  Introduction to Geomorphology  4
GEOG 241  Social Geography
or GEOG 242  Economic Geography  3
| GEOG 250  Introduction to Geographic Techniques
| or GEOG 253  Introduction to Geographic Information Systems  4
GEOG 252  Explanation in Geography: Quantitative Methods  4

Note: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

### International Studies concentration

**Lower-level requirements: 29 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
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<tr>
<td>GEOG 102</td>
<td>Evolution of the Earth’s Surface</td>
<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td>GEOG 140</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 201</td>
<td>Introduction to Climatology</td>
<td></td>
</tr>
<tr>
<td>or GEOG 202</td>
<td>Introduction to Geomorphology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 240</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Social Geography</td>
<td></td>
</tr>
<tr>
<td>or GEOG 242</td>
<td>Economic Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Introduction to Geographic Techniques</td>
<td></td>
</tr>
<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 252</td>
<td>Explanation in Geography: Quantitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Note 1: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

### Geography extended minor

*(for Bachelor of Arts degree students)*

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements.

**Lower-level requirements: 22 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 101</td>
<td>Weather and Climate</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GEOG 102</td>
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<td>4</td>
</tr>
<tr>
<td>or GEOG 116</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
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<tr>
<td>or GEOG 242</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>GEOG 250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Geographic Techniques</td>
<td>4</td>
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<tr>
<td>or GEOG 253</td>
<td>Introduction to Geographic Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

*Agenda Item # 5.3.*
Following is the information for an item on the September agenda of the AFCC meeting. The BFA program committee is requesting an addition to degree program requirements to allow the use of credits earned through Co-operative Education toward general electives.

The Reach Gallery and Museum in Abbotsford has contacted the BFA advising office about the development of a potential co-op placement for this coming January. Subsequent investigations revealed that the BFA degree is not currently structured to allow students to use credits earned through co-op work terms to meet degree requirements. Students in the BA and BGS degrees are both able to utilize these credits toward degree requirements, and we would like to alter BFA program requirements to parallel these programs in this area. The following addition to calendar copy will ensure that BFA students can take full advantage of any future co-op opportunities, gaining relevant work experience while advancing their studies.

The desired implementation date for this program change is January, 2013.

Please see attachment for relevant calendar copy changes.
BFA Program Change:  
Addition of Language to Allow Co-operative Education Credits

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 Fine Arts degree program. See the Co-operative Education section for more details.

Bachelor of Fine Arts requirements

There are three sets of requirements to note:

1. BFA program requirements
2. BFA general requirements
3. Discipline requirements for major, extended minors, and minors (see individual disciplines)

BFA program requirements

To receive a Bachelor of Fine Arts degree, students must complete the requirements for a Visual Arts major or two extended minors in accepted BFA-related disciplines: Art History, Creative Writing, Fashion, Graphic and Digital Design, Media and Communication Studies, Theatre, or Visual Arts. Alternatively, a minor or extended minor in most of these areas may be completed in addition to the Visual Arts major. A minor in Business may also be added to the Visual Arts major.

Students admitted to the degree should seek advice from the BFA educational advisor. A formal declaration of program choice should be made and approved by the BFA educational advisor after the completion of 30 credits towards the degree (see the Declaration of major, extended minors, and minors section below).

Students in BFA degree programs must complete a minimum of 120 credits:

- At least 45 of the 120 credits must be at the 300/400 level.
- At least 60 credits must be completed at UFV, of which 30 must be upper-level.
- Bachelor of Fine Arts general requirements must be satisfied.
- A minimum CGPA of 2.0 in the BFA program and a minimum CGPA of 2.0 in all upper-level credits is required.
- Pre-college or preparatory courses will not satisfy program requirements.

All UFV courses specified for degree programs, for the Teacher Education Program, and for the TESL certificate program are acceptable for the elective credits remaining after requirements for any major, extended minor and/or minor have been met. Of these remaining credits, up to 12 credits may be chosen from any UFV course, 100 level or higher, including credits earned in the Co-operative Education program.
PURPOSE/PHILOSOPHY
UFV employs a process to scrutinize new and existing courses and programs to ensure that they meet both UFV and legislated standards and requirements.

POLICY
All new courses and programs and changes to existing courses and programs will undergo an approval process.
Approval will be guided by interests as articulated in the Strategic Plan and the Education Plan. The internal process includes various consultations and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors.
This policy provides the guidelines and procedures pertaining to UFV’s internal program and course approval processes.
Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

DEFINITIONS
Academic Unit: An academic unit includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.
Campus-Wide Consultation: The Campus-Wide Consultation process provides an opportunity for other academic units and service areas (e.g., Admissions & Records, Library, Student Services) to review and provide feedback about the course or program submission; it precedes consultation with faculty councils.
Official Course Outline: A legal document used for calendar copy, articulation, and other official documentation purposes, the Official Course Outline establishes the parameters for the course syllabus that instructors develop and provide to students.
Lower-level Course: A course that is a first- or second-year course; lower-level courses are generally numbered in the 100s and 200s.
Major Course Change: A modification to a course that affects the nature or focus of a course, options for students, or budget.
Minor Course Change: A modification to a course that has no effect on the nature or focus of a course, options for students, or budget.
Program: For the purposes of this policy, “program” refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.
**Major Program Change:** A modification to a program that affects the nature or focus of the program, options for students, or budget. Any program revision that requires new resources beyond those provided by the academic units responsible for the program, new fields of specialization, such as a concentration, change to the duration, philosophy or direction of a program, change to the majority of courses in an approved program, change in requirements for admission, residency, promotion or graduation, change in admission quotas, change which triggers an external review.

**Minor Changes** – Any change which is not major, as described above. Examples include clarification of calendar copy, addition of new course options, deletion or substitution of a required course.

**Program Budget Analysis:** A summary of the budget implications of a proposed new program or revisions to an existing program. It is to be attached to all new and revised Program Proposals when the proposal is submitted to Senate and its standing committees for approval. The Budget Analysis Template is available from the Office of the Program Development Coordinator.

**Program Committee:** A committee created to oversee the implementation and administration of a program and its courses. A Program Committee is approved by the Dean(s).

**Program Proposal:** The detailed description for a new program prepared on the Template for the Development of Program Proposals.

**Program Working Group:** A group of people formed in consultation with the Dean(s) (or the Provost) to proceed in the development of a course or program proposal for consideration in the approval process. This group may become the Program Committee, which will provide oversight of the program and its courses. The final composition of the group is approved by the Dean. Guidelines for the composition of Program Working Groups are found in the program and course approval resources provided by the Office of the Program Development Coordinator.

**Recommendation:** Providing advice, positive or negative, to inform approval decisions by subsequent committees.

**Undergraduate Course:** Any course numbered below 600, including continuing studies, vocational, and developmental courses.

**Undergraduate Education Committee (UEC):** A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

**Upper-level Course:** A course that is a third- or fourth-year course; upper-level courses are usually numbered in the 300s and 400s.
1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV’s Strategic Plan, mandate, and Institutional Learning Outcomes.

2. Changes made to the procedures and guidelines of this policy require the approval of Senate.

3. A new course requires the approval of Senate according to the process outlined in Appendix A.

4. Course changes will be classified as either minor or major.

5. A minor course change is to be approved by Faculty Council and submitted to UEC as an information item and for inclusion in the Calendar. The process for making minor changes to an undergraduate-level course and descriptions of minor changes are presented in Appendix A.

6. A major course change requires the approval of Senate upon recommendation by UEC according to the process outlined in Appendix A.

7. A new program requires the approval of Senate according to the process outlined in Appendix B.

8. All changes to programs require the approval of Senate according to the process outlined in Appendix B. The process for major and minor program changes is outlined in Appendix B. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information.

9. The Office of the Program Development Coordinator will be responsible for developing and reviewing the program and course approval templates and guidelines in consultation with UEC. UEC will approve the templates and guidelines and any subsequent revisions.

Reference: Section 35.2 (6) (b) of the University Act
APPENDICES

Appendix A: Undergraduate Course Approval Process

Appendix B: Undergraduate Program Approval Process
APPENDIX A: UNDERGRADUATE COURSE APPROVAL PROCESS

This appendix includes
1) the process for developing and obtaining approval for a new undergraduate course;
2) the process for making major changes to an existing undergraduate course; and
3) the process for making minor changes to an existing undergraduate course.

1. Approval Process for New Courses

1.1. The process for introducing a new course, generally, begins with the department/school or Program Working Group or Program Committee, which develops the Course Outline and prepares a memo that outlines the rationale and any financial implications of the new course using the Memo Template.

1.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean or designate for approval.

1.3. Upon Dean’s approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one to four weeks.

1.4. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).

1.5. Upon approval by Faculty Council(s), the Course Outline and Memo are submitted to UEC for review and recommendation to Senate.

1.6. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the new Course Outline on the web.

2. Approval Process for Major Changes to Existing Course

The following are considered to be major course changes:
- a change for which new resources are required to deliver the course
- course deletions
- a change to a course title that reflects a change in the nature or focus of the course
- changes to the calendar description of a course that reflect a change in the nature or focus of the course
- changes that move a lower-level course to an upper-level course and vice versa
- change to the total number of credits for a course
- change to the hours assigned to components (e.g., total student contact hours, lecture hours, seminar hours) and/or length of a course
- change to the prerequisites or co-requisites for a course that restricts options for students or affects the students or programs of other academic units
- changes to learning outcomes that change the nature or focus of the course
- changes to the course content that change the nature or focus of the course
- change in the maximum enrolment for a course if it affects the quota for an educational program within the academic unit or students or programs of other academic units
- changing or adding a delivery method for a course when the extra cost of the added delivery method will not be absorbed by the academic unit delivering the course
changes that affect the students or programs of other academic units

2.1. The process for making major changes to an existing course, generally, begins with the department/school, Program Working Group, or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template. If there is no department/school responsible for the course, a committee representing the relevant discipline(s) will be struck.

2.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean(s) or designate for approval.

2.3. Upon Dean’s approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one to four weeks.

2.4. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).

2.5. Upon approval by Faculty Council(s), the Course Outline and Memo are submitted to UEC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, UEC will recommend its decision to Senate rather than approve the Course Outline.

2.6. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the revised Course Outline on the web.

3. Approval Process for Minor Changes to Existing Course

The following are considered to be minor course changes:

- a change to an existing course that has no impact on programs or students of other academic units
- a change for which all associated costs will be covered by the academic unit
- a change to a course title for the purpose of correction or clarification
- change(s) to the calendar description of a course for the purpose of correction or clarification
- change of a course level from 1st to 2nd year (or 2nd to 1st year) and from 3rd to 4th year (or 4th to 3rd)
- change to the prerequisites or co-requisites for a course that expands options for students
- change to the frequency of a course offering
- changes to learning outcomes that do not change the nature or focus of the course
- changes in course content that do not change the nature or focus of the course
- changing or adding a delivery method for a course that does not affect the cost of delivering the course

3.1. The process for making minor changes to an existing course, generally, begins with the department/school or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template.
3.2. Upon department/school or Program Committee approval, the Course Outline and Memo are submitted to the Dean(s) or designate for approval.

3.3. Upon approval by the Dean(s), the Course Outline and Memo are submitted to Faculty Council(s) for approval.

3.4. Upon approval at Faculty Council(s), the revised Course Outline and Memo are submitted to the UEC Assistant who will make all necessary calendar changes, post the revised Course Outline on the web, and forward the changes as information items to Senate and standing committees as required.

APPENDIX B: UNDERGRADUATE PROGRAM APPROVAL PROCESS

This appendix includes
1) the process for developing and obtaining approval for a new undergraduate program; and
2) the process for making changes to an existing undergraduate program.

1. Approval Process for New Programs

1.1. The process for introducing a new program, generally, begins when a Program Working Group presents its notice of intent to develop the program to the Dean(s) of the appropriate academic unit(s).

1.2. In the event that an appropriate Program Working Group does not exist and/or to ensure faculty representation on the Program Working Group, the Dean(s) will strike a Program Working Group. A Program Working Group must consist of a minimum of three people with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added. The composition of a Program Working Group must be approved by the Dean before it submits any proposals to any approval body.

1.3. With the assistance of the Program Development Coordinator and in consultation with appropriate academic units and Dean(s), the Program Working Group will develop a Concept Paper.

1.4. The Concept Paper is presented to Faculty Council(s) for discussion.

1.5. After discussion at Faculty Council(s), the Concept Paper is presented to the Dean(s) for review and approval. In the case of a multi-disciplinary program involving more than one Faculty, approval is required from the Dean(s) who will have administrative responsibility for the program. If the Dean(s) do(es) not recommend approval, that decision can be appealed to the Provost or Vice-Provost.

1.6. Upon approval by the Dean(s), the program proposed in the Concept Paper is included in the Faculty’s (or Faculties’) submission to the Education Plan. Only upon inclusion of the program concept in the Education Plan, as approved by the Board, should a Program Working Group proceed with developing the Program Proposal.

1.7. The Program Proposal and draft calendar copy are submitted on the appropriate template to the Undergraduate Education Committee (UEC) Assistant for Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
1.8. Upon completion of the Campus-Wide Consultation, the Program Working Group submits the Program Proposal, accompanied by responses to comments submitted during Campus-Wide Consultation, to the appropriate Faculty Council(s) for approval. For multidisciplinary programs, the proposal is submitted to the Faculty(ies) that will have administrative responsibility for the program.

1.9. Upon approval of the program by the Faculty Council(s), it is forwarded to the Dean(s) for approval.

1.10. Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.

1.11. The Program Proposal and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the Program Budget is sent to the Senate Budget Committee for review and recommendation to APPC.

1.12. APPC will review the recommendations from UEC and the Budget Committee, determine if the proposed program is in line with UFV’s institutional priorities, and make its recommendation to Senate. Programs will be prioritized by the Academic Planning and Priorities Committee.

1.13. Upon Senate approval, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice-President, Academic to external agencies (e.g., Ministry or accreditation bodies) for approval. Normally, only proposals that are included in the Education Plan’s implementation list are sent for external approval.

2. Approval Process for Changes to an Existing Program

Approval Process for Major Changes to an Existing Program

Major changes include:

- any program revision that requires new resources beyond those provided by the academic units responsible for the program
- new fields of specialization, such as a concentration
- change to the duration, philosophy or direction of a program
- change to the majority of courses in an approved program
- change in requirements for admission, residency, or continuance
- change in admission quotas
- change which triggers an external review
2.1 The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined. NOTE: If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.

2.2 Upon approval by the department/school or Program Committee, the proposed changes and rationale are submitted to the UEC Assistant for Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.

2.3 After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).

2.4 Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval.

2.5 Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.

2.6 The program change and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the program change budget is sent to the Senate Budget Committee for review and recommendation to APPC.

2.7 APPC will receive the recommendations from UEC and the Budget Committee, review them as deemed appropriate, and make its recommendation to Senate.

3.0 Approval Process for Minor Changes to an Existing Program

Minor changes include:

- any change which is not major, as described above
- clarification of calendar copy
- addition of new course options, where the new options have no budgetary implications
- deletion or substitution of a required course

3.1 The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined.

3.2 Upon approval by the department/school or Program Committee, minor changes are submitted to the UEC assistant for CWC for a minimum of two weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.

3.3 After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).

3.4 Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval, then to UEC.
3.5 Changes deemed to be minor are approved by UEC, and sent to Senate for information.
Standing Committees of Senate
Rules for the Conduct of Business

1. Procedures for meetings
   1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.

   1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.

   1.3. The chairs of standing committee in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31. The terms for the chairs approved in the 2010-11 academic year will, however, end on July 31, 2012.

   1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.

   1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.

2. Meeting Schedule
   2.1. Meetings shall be held monthly in the fall and winter semesters unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting, with at least seven days’ notice.

3. Terms of office
   3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the member’s term on Senate, to a maximum of three years, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

   3.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership on the standing committees may be renewed, to a maximum of six consecutive years.

4. Attendance
   4.1. Regular attendance is expected of all members of the Senate standing committees.

   4.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

5. Amendments to the terms of reference
   5.1. Changes to the standing committees’ terms of reference and rules for the conduct of business shall be taken to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.

Q: Senate Standing Committees/ rules for conduct of business on standing committees Senate approved 2012 09 14
The Faculty of Trades & Technology would like to inform UEC that we are planning to deliver an workplace entry apprenticeship program for level one (PC1) and level two (PC2) of the Professional Cook program. The current PC1 and PC2 program is an institutional entry, meaning that the students get their experience by working within our institution providing food for cafeteria and restaurant service.

It is our intent to start the program in Winter of 2013. This will be based on available one-time funding that has become available, and it is hoped that this program may continue if future on-going funding from the Industry Training Authority (ITA) becomes available.

UFV does not provide a certificate for students in apprenticeship programs, and therefore these programs have not been subject to the standard UEC approval procedures. Apprenticeship training is delivered on what could be considered training under contract, as the ITA provides the program outline and curriculum, and ultimately provides the appropriate credential to the apprentices based on their successful completion of their course at UFV. UFV recognizes their achievement with a ‘statement of completion’ only.

The Professional Cook apprenticeship program will run under the same manner as other apprenticeship programs, with the exception of the schedule. While most apprenticeship courses are scheduled for 6 to 10 weeks full time, this program will be delivered on an evening shift, 2 nights each week until the required duration is reached.

The Professional Cook program currently offers only PC1 and PC2 and it is hopeful that the additional apprentice completions at these levels will lead to UFV offering PC3 Red Seal courses.

It would be appropriate and in keeping consistency with our other apprenticeship program to code these as

APP COOK1
APP COOK2
APP COOK3 (at some future date)

This memo is for information only, and there is no request for approval.
Thanks,
Rolf

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