



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

28 Mar 2014 - 10:00

A225

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

5 - 9

2.1. UEC draft minutes: February 28, 2014

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

10 -  
26

##### 3.1. Psychology

Changes including prerequisites: PSYC 302, 325, and 368

Changes including calendar description and prerequisites: PSYC 306

New course: PSYC 371, Current Issues in Personality

MOTION: To approve the changes to the Psychology course outlines as presented.

27 -  
33

##### 3.2. Social, Cultural, and Media Studies

Review including changes to title and maximum enrolment: ANTH 301

MOTION: To approve the changes to the ANTH 301 course outline as presented.

34 -  
39

##### 3.3. Mathematics and Statistics

Review including changes to calendar description, prerequisites, and total instructional hours: MATH 094

Review including changes to including calendar description, equivalent courses,

Page

and total instructional hours: MATH 095

MOTION: To approve the changes to the Mathematics course outlines as presented.

#### **4. PROGRAMS**

40 -  
41

##### **4.1. Mathematics and Statistics**

Changes including program requirements: Mathematics extended minor (Statistics option) and minor (Statistics option) in Arts.

MOTION: To approve the changes to the Mathematics extended minor (Statistics options) and minor (Statistics option) in Arts program requirements as presented, effective September 2014.

42 -  
49

##### **4.2. Arts**

Changes including program requirements: Bachelor of Arts degree (declaration policy, academic warning policy, and course duplication policy)

MOTION: To recommend the approval of the changes to the Bachelor of Arts degree declaration policy as presented, effective January 2015.

MOTION: To recommend the approval of the changes to the Bachelor of Arts degree academic warning policy as presented, effective January 2015.

MOTION: To approve the changes to the Bachelor of Arts degree course duplication policy as presented, effective September 2014.

50 -  
55

##### **4.3. Biology**

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

Discontinuation of program: Biology major Pre-Veterinary concentration and Biology of Organisms concentration.

MOTION: To recommend the approval of the changes to the Biology major Pre-Medicine/Pre-Veterinary concentration (formerly Biology major Pre-Medicine concentration) program requirements as presented, effective January 2015.

MOTION: To recommend the approval of the changes to the Biology major Ecology and Biology of Organisms concentration (formerly Biology major Ecology concentration) program requirements as presented, effective January 2015.

Page

MOTION: To recommend the approval of the discontinuation of the Biology major Pre-Veterinary concentration as presented, effective January 2015.

MOTION: To recommend the approval of the discontinuation of the Biology major Biology of Organisms concentration as presented, effective January 2015.

MOTION: To approve the changes to the Biology major Cellular, Molecular, and Genetics concentration program requirements as presented, effective September 2014.

56 -  
60

#### **4.4. Communications**

Changes including program requirements: Communications minor

MOTION: To recommend the approval of the addition of the residency and PLAR requirements to the Communications minor as presented, effective January 2015.

MOTION: To approve the addition of CMNS 257/GEOG 257 as a program requirement option for the Communications minor as presented, effective September 2014.

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

61 -  
76

#### **5.1. Undergraduate Course and Program Approval policy (21)**

MOTION: To recommend to the SGC Policy Subcommittee that the changes to the Undergraduate Course and Program Approval policy (21) be recommended to SGC and Senate for approval as presented.

77 -  
79

#### **5.2. Policy Subcommittee report**

Assignment of Course Credit policy (105)

MOTION: To request a revision of the Assignment of Course Credit policy (105) as presented.

#### **5.3. Admissions Subcommittee report**

#### **5.4. Transfer Credit Subcommittee report**

#### **5.5. Course Outline Subcommittee report**

### **6. INFORMATION ITEMS**

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

CYC 202, 260, 360, 423, 425, and 496  
CMNS 251, 412, and CMNS 300/JRNL 300

Page

ECE 101, 102, 103, 160, 223, 224, 242, 243, 260, 269, 281, and 282  
PSYC 202, 221, 241, 250, 280, 303, 305, 326, 343, 357, 367, 370, 375, 380,  
383, 385, and 408

80 -  
83

**6.2. Expression of interest for UEC membership**

84 -  
85

**6.3. Standing Committees of Senate - Rules for the Conduct of Business**

The following revisions were made:

- Meeting schedule: 2.1. revised and 2.2. added.
- Terms of office: 3.2. revised.

**7. ADJOURNMENT**



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

February 28, 2014  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, H. Compeau, D. Francis, N. Goad, A. Iliev, J. Larsen, S. Manu, S. Marsh, R. McLeod, S. Pattridge, L. Stagg, J. White, M. Wideman, S. Xi  
**ABSENT:** D. Alary, S. Bains, V. Dvoracek, J. English, S. Fisher, S. Hardman, D. McGuire, E. Spalding  
**GUESTS:** C. Gingerich, B. Kirkley, C. Nehring  
**RECORDER:** A. Hoogendoorn

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

**MOTION:**

To approve the agenda as presented.

R. McLeod/ L. Stagg

S. Pattridge announced that as per the newly revised UEC terms of reference and membership composition, D. Francis is now the UEC Vice-Chair (University Secretary and Registrar designate, voting member). Additionally, the Director of Teaching and Learning membership has been changed from a non-voting position to a voting position.

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

##### **2.1. UEC draft minutes: January 31, 2014**

**MOTION:**

To approve the draft minutes as amended:

- 3.4: ~~THEA~~ **NURS** 401.
- 5.2: D. Francis stated that ~~BB~~**C**CAT and the ministry is in favor of block transfers, so it would make sense to clarify the process.
- 6.5: This structure is consistent with ~~other~~ how other committee membership compositions are structured.

M. Bos-Chan/ R. Colwell

#### **3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

##### **3.1. Applied Business Technology**

Changes including title, calendar description, prerequisites, and total hours per term: ABT 110 and 111  
Changes including calendar description, prerequisites, and synonymous courses:

UEC Draft Minutes  
28 Feb 2014

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ABT 131

Changes including title, calendar description, prerequisites, synonymous courses, and total hours per term: ABT 133 and 137

Changes including credits, calendar description, prerequisites, synonymous courses, and total hours per term: ABT 135

Changes including calendar description, prerequisites, synonymous courses, and total hours per term: ABT 143

New course: ABT 160, Web-based Business Communications

Changes including calendar description, prerequisites, and synonymous courses: ABT 187

**MOTION:**

To approve the changes to the Applied Business Technology course outlines as amended:

- ABT 111 learning outcomes:
  - 5. ~~Develop~~ and Demonstrate self-awareness and self-management skills.
  - 7. ~~Develop~~ **Demonstrate** conflict-resolution skills and positive working relationships.

S. Brigden/ D. Francis

**3.2. Biology**

Changes including prerequisites: BIO 415

**MOTION:**

To approve the changes to the BIO 415 course outline as presented, with a recommendation that the learning outcomes be reconsidered.

R. Colwell/ S. Marsh

M. Wideman pointed out that the BIO 415 learning outcomes should be revised to align with assessments and be more measurable. She volunteered to work with the Biology department to make these changes at a later time.

**3.3. Computer Information Systems**

Review including changes to calendar description and prerequisites: CIS 110/BUS 160

**MOTION:**

To approve the changes to the CIS 110/BUS 160 course outlines as presented.

S. Brigden/J. Larsen

There was discussion about the number of seats that are reserved for this course. C. Gingerich explained that the CIS department is currently reviewing this and may possibly make changes to it.

**3.4. Theatre**

Changes including maximum enrolment: THEA 199

UEC Draft Minutes  
28 Feb 2014

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Changes including credits, total hours per term, and maximum enrolment: THEA 290 and 295

Changes including prerequisites and maximum enrolment: THEA 299

**MOTION:**

To approve the changes to the Theatre course outlines as amended, contingent on a two-year course review of THEA 290 and 295 to investigate the finance model being proposed.

- THEA 199 prerequisites: None. Admission **Enrolment** only by department permission.
- THEA 290 prerequisites: None. Admission **Enrolment** only by department permission.
- THEA 295 prerequisites: None. Admission **Enrolment** only by department permission.
- THEA 299 prerequisites: None. Admission **Enrolment** only by department permission. Note: As of September 2015, prerequisites will change to the following: THEA 199. Admission **Enrolment** only by department permission.

R. Colwell/ S. Marsh

THEA 290 and 295 were changed so that instead of students receiving three credits upon completion, they receive 1 credit. Previously, students did not have to pay tuition for these courses, but now will have to pay tuition for 1 credit because the Theatre department is no longer able to provide these courses without charging tuition. However, students will now be permitted to take these courses multiple times.

There were suggestions to use a different budget model, but it was determined that the current proposal was the best solution. UEC would like THEA 290 and 295 to be reviewed in two years to determine if this model is feasible.

**4. PROGRAMS**

**4.1. Theatre**

Changes including entrance and program requirements: Theatre diploma (formerly Theatre Arts diploma)

**MOTION:**

To recommend the approval of the changes to the Theatre diploma (formerly Theatre Arts diploma) entrance requirements as presented, effective September 2014.

D. Francis/ S. Brigden

**MOTION:**

To recommend the approval of the changes to the Theatre diploma (formerly Theatre Arts diploma) program requirements as presented, effective September 2014.

L. Stagg/ R. Colwell

It was noted that using a blended final grade for English 12 or an equivalent

UEC Draft Minutes  
28 Feb 2014

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course may be confusing, as not all students have a blended final grade. B. Kirkley explained that this practice is consistent with the Bachelor of Arts requirements.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Admissions Subcommittee report**

This is no report for this month.

**5.2. Transfer Credit Subcommittee report**

There is no report for this month.

**5.3. Policy Subcommittee report**

R. McLeod provided an update on Policy 105. He is working with E. Harris to write a draft version of the policy. When this is complete, it will be presented at UEC.

S. Manu and S. Brigden provided an update on Policy 101 and the proposed changes to the wording of the grading system interpretation. They reviewed the feedback from the policy consultation. Half of the comments agreed that the changes were slightly better, while the other half thought the changes were not an improvement. As there was an overall lack of support for the revision, it was recommended that instead of making changes to the wording of the grading system interpretation, the full policy review should begin so that the larger issues can be addressed.

**MOTION:**

That UEC recommends to SGC that changing the wording of Policy 101 is not appropriate at this time, but that UEC proceeds immediately with the full policy review.

S. Manu/ S. Brigden

**5.4. Course Outline Subcommittee**

S. Pattridge noted that while working with the newly revised course outline, a couple of small issues were noticed and corrected. This included enabling track changes and adding a spot to list the publisher for typical text(s) and resource materials.

**6. INFORMATION ITEMS**

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

CMNS 212  
ENPH 310 and 320  
VA 283 and 284

**6.2. Course Outline Style Guide**



UEC Draft Minutes  
28 Feb 2014

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**6.3. BCCAT learning outcomes and credit transfer report**

**6.4. Revised UEC membership composition and terms of reference**

**7. ADJOURNMENT**

As UEC was ending early, S. Pattridge asked UEC members if it would be okay in the future to use extra time to discuss other points of interest or to have speakers give presentations. The feedback from UEC was that it is hard to predict how long a meeting will take and it would be hard to schedule speakers. However, a list of discussion topics can be created, and if time permits, UEC can discuss items from the list. S. Pattridge encouraged UEC members to send topic ideas to the UEC Assistant.

The meeting was adjourned at 11:05am.

**Subject:** PSYC 302 Course Changes

**PSYC 302**

Revisions have been made to PSYC 302 in the following areas:

Calendar Description change made to update the course outline.

Prerequisites Change made to rectify an error made during the last review approval. Students need to have PSYC 202 in order to do well in the course, but an “or” was put in the calendar/timetable, in error, rather than “and”, and was not noticed until recently. Students who only have PSYC 221 are at a great disadvantage and do considerably worse than those with PSYC 202.

**If at all possible, we would like to request that the prerequisites be changed to require PSYC 202 for September 2014, even though notice cannot be given in the 2014/15 calendar. If this is not possible, PSYC 202 will be required for September 2015, and we would like to add a note to the timetable strongly advising students to have PSYC 202 prior to 2014, as per policy 340.17**

<http://www.ufv.ca/Assets/Senate/UCFV+Policy+Manual/340/340.17+Change+in+Prerequisites.pdf>

Learning Outcomes – changes made in accordance with LO mandate

Student Evaluation changes to include a mandatory writing component

Course Content changes made to update course outline, as to how the course is currently being taught



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: Nov 1993  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                    |                               |             |
|--------------------|-------------------------------|-------------|
| <b>PSYC 302</b>    | <b>Arts/Psychology</b>        | <b>3</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT            | UFV CREDITS |
|                    | <b>Psychology of Learning</b> |             |
|                    | COURSE DESCRIPTIVE TITLE      |             |

**CALENDAR DESCRIPTION:**

In this course, students will study prominent learning processes including habituation, classical conditioning, operant conditioning, and modeling. Learning issues related to discrimination, generalization, biological constraints on learning, and reinforcement will be discussed in the context of human and animal learning.

PREREQUISITES: PSYC 202 or PSYC 221. Note: As of January 2016, prerequisites will change to the following: PSYC 202.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ 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: 25  
 Expected frequency of course offerings: Alternate 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): <b>Psychology Curriculum Committee</b> |                                           |
| Department Head: <b>Zoe Dennison</b>                       | Date approved: <b>February 2014</b>       |
| Campus-Wide Consultation (CWC)                             | Date of meeting: <b>February 28, 2014</b> |
| Curriculum Committee chair: <b>Amanda McCormick</b>        | Date approved: <b>March 14, 2014</b>      |
| Dean/Associate VP: <b>Jacqueline Nolte</b>                 | Date approved: <b>March 14, 2014</b>      |
| Undergraduate Education Committee (UEC) approval           | Date of meeting: <b>March 28, 2014</b>    |

**PSYC 302**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Identify and discuss the conditions, principles, and theories of learning as they apply to human and animal learning.
- Describe, discuss, and critically analyze the landmark research regarding various theories of learning
- Communicate their knowledge using psychological terms and the language of experimental science
- Analyze and describe the application of learning principles to the treatment of human phobias and anxiety disorders

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

This course is primarily lecture based. This course may also be offered online or as a hybrid.

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

☒ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Schwartz, Wasserman, and Robbins "Psychology of Learning and Behaviour". W.W Norton & Company  
Klein (2012) Learning: Principles & Applications. Sage Publications

**SUPPLIES / MATERIALS:**

No special materials required.

**STUDENT EVALUATION:**

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

**Example One:**

|             |     |
|-------------|-----|
| Midterm     | 30% |
| Assignments | 30% |
| Final Exam  | 40% |

**Example Two:**

|             |     |
|-------------|-----|
| Midterm     | 30% |
| Assignments | 20% |
| Final Exam  | 50% |

**COURSE CONTENT:**

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

Week 1 Introduction

Week 2 History

Week 3 Classical Conditioning:  
-described  
-extinction  
-temporal relationships

**PSYC 302**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course content continued:*

Week 4 Classical Conditioning:

- what is learned: S-R?
- what is learned: S-S?

Week 5 Classical Conditioning:

- inhibition
- measuring inhibition
- contiguity versus contingency

Week 6 Classical Conditioning:

- Rescorla-Wagner theory

-Week 7 Classical Conditioning:

- human applications

Week 8 Behaviorism:

- operant conditioning

Week 9 Behaviorism:

- reinforcement schedules
- partial reinforcement effect

Week 10 Behaviorism:

- what is learned?

Week 11 Behaviorism:

- stimulus control of operant behavior

Week 12 Behaviorism:

- aversive control of behavior

Week 13 Behaviorism:

- human applications

**Memo**

To: CACC and Dean of Arts

From: Zoe Dennison and Tracy Porter

Date: February 24, 2014

Subject: Psychology Upper Level Prerequisite Changes

The psychology department has always kept close watch on the prerequisites of upper level courses, based on several principles:

- student preparation and success in specific courses
- program requirements
- provision of some upper levels specifically designed as suitable for multidisciplinary students
- design of some courses that require psychology specific methods (usually reserved almost entirely for psychology majors and honours students)

The latest review of prerequisites has lead us to make the following changes:

- some upper level course prerequisites will stay the same (303, 305, 326, 343, 355, 357, 367, 375, 380, 383, 408)
- some upper level course prerequisites will be broadened to improve access for non-program students (360, 386 )
- some upper level course prerequisites will be narrowed (306, 325, 368)

Only the three courses with narrowed prerequisites are included in this memo, as they are major changes. Courses in the other two categories are being submitted as minor changes.

In addition to the prerequisite changes noted below, all three courses have been updated and clarified in minor ways: clarified calendar description, improved LO's, updated text and/or readings, improved evaluation examples, detailed content breakdown. None of these are substantive changes.

#### **Psychology 306: Psychological Assessment**

This course currently allows students to use a variety of research methods courses as the primary prerequisite. The original intention was to make the course accessible to students in other disciplines who might be interested in a course in assessment. However, the course content includes almost half of the semester spent on measurement, reliability, validity, and test construction. All of these topics rely heavily on psychology research methods and applied statistics. As a result, students without psychology research methods (202) rapidly find the material overwhelming and drop the course. While the course fills at registration, up to a third of students very quickly drop the course. In some years, we have been able to refill those seats but not always and so some years it has run with quite low numbers. Changing the prerequisite to only Psychology 202 should ensure students are better prepared, and it also makes it transparent to students registering for this course that it is predominantly intended for psychology majors and honours students. We will also be able to plan the appropriate frequency course offering more accurately.

#### **Psychology 325: Memory**

This is not so much a change as a correction of a much earlier error. At one point in our program's history (ended 10 years ago), all our second year prerequisites were contained in two courses, 210 and 220. When we returned to

individual second year courses, prerequisites had to be set with the individual courses listed (202, 221, 250, 260, 280). This course, Memory, is the third year specialization of cognitive psychology, but students were inadvertently given a choice between Research Methods (202) or Introduction to Cognitive Psychology (221), when they should have been required to do both.

**Psychology 368: Political Psychology**

This course was designed with quite open prerequisites (Psychology 101 and 102 only), because it is a multidisciplinary course. However, students are taking this course too early in their academic path, sometimes even in first year, often in second year. There are two outcomes, students are not prepared for the academic rigour of a third year course, and the quality of classroom interaction and discussion is reduced by the presence of unprepared students. The new prerequisite, which adds '45 university credits', means students from a broad range of programs can still take the course, but they will have had time to further develop their academic skills and discipline knowledge (whatever that discipline is).



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: June 1992  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                    |                                 |             |
|--------------------|---------------------------------|-------------|
| <b>PSYC 306</b>    | <b>Arts/Psychology</b>          | <b>3</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT              | UFV CREDITS |
|                    | <b>Psychological Assessment</b> |             |
|                    | COURSE DESCRIPTIVE TITLE        |             |

**CALENDAR DESCRIPTION:**

This methods course focuses on the purpose, scope, and mechanics of psychological testing and assessment. Topics include theoretical issues in assessment, methodology of administering tests, relevant measurement and statistics, assessment for specific populations, and an overview of currently used assessment instruments.

PREREQUISITES: (PSYC 101) and (PSYC 102) and (one of PSYC 110, MATH 104 or MATH 106) and (one of PSYC 202, CRIM 220, KPE 301, KPE 400, SOC 255/ANTH 255/MACS 255 (formerly SCMS 255), or PSYC 210 and PSYC 220). Note: As of January 2016, prerequisites will change to the following: PSYC 202 (formerly PSYC 210).

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 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: 25  
 Expected frequency of course offerings: Alternate 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): <b>Psychology Curriculum Committee</b> | Date approved: <b>February 2014</b>       |
| Department Head: <b>Zoe Dennison</b>                       | Date of meeting: <b>February 28, 2014</b> |
| Campus-Wide Consultation (CWC)                             | Date approved: <b>March 14, 2014</b>      |
| Curriculum Committee chair: <b>Amanda McCormick</b>        | Date approved: <b>March 14, 2017</b>      |
| Dean/Associate VP: <b>Jacqueline Nolte</b>                 | Date of meeting: <b>March 28, 2014</b>    |
| Undergraduate Education Committee (UEC) approval           |                                           |



**PSYC 306**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Identify and articulate the ethical, sociocultural, philosophical, and methodological issues in psychological assessment
- Demonstrate their understanding of the measurement theory that underlies assessment
- Define and apply techniques for assessing reliability and validity
- Define and demonstrate the process of test development in assignments, papers, and/or projects
- Describe the history, psychometrics, structure, and uses of the main instruments used in psychology and related fields
- Demonstrate critical thinking about assessment issues

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

May include lecture, demonstrations, discussions, audio-visual presentations. This course may also be offered online or as a hybrid.

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

☒ Examination(s)                      ☐ Portfolio assessment    ☐ Interview(s)                      ☐ Other (specify):

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

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

Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing principles, applications and issues*. (8<sup>th</sup> edition), Wadsworth.

Rust, J. & Golombok, S.(2008). *Modern psychometrics: The science of psychological assessment*. New York, NY: Routledge.

Students will also be expected to read significant articles and chapters from books in the literature, for example:

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Psychological Association.

Embretson, S. E., & Reise, S. (2000). *Item response theory for psychologists*. Mahwah, NJ: Psychology Press.

Eyde, L., Robertson, G., Krug, S., & the Test User Training Work Group. (1993). *Responsible test use: case studies for assessing human behavior*. Washington, DC: American Psychological Association.

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5<sup>th</sup> ed.). New York, NY: Wiley.

Krueger, R. F., Derringer, J., Markon, K. E., Watson, D., Skodol, A. E. (2012). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine*, 42, 1879-1890.

Hollis-Sawyer, L., Thornton, G. C., Hurd, B., & Condon, M. E. (2009). *Exercises in psychological testing* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.

O'Donohue, W., & Ferguson, K. (2003). *Handbook of professional ethics for psychologists: Issues, questions, controversies*. Thousand Oaks, CA: Sage.

Van Ornum, B., Dunlap, L. L., & Shore, M. (2008). *Psychological testing across the lifespan*. Upper Saddle River, NJ: Prentice Hall.

## SUPPLIES / MATERIALS:

No special materials required.

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

### Example One: (online or hybrid)

- Test Reviews 20% (2 @ 10%)
- Applied Assignments 45% (9 modules @ 5%)
- Final exam 35%

### Example Two: (online or hybrid)

- Test Construction Project 20%
- Module Quizzes 8 @ 2% = 16%
- Applied Assignments 32% (8 modules @ 4%);
- Final exam 32%

**PSYC 306**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

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

**Week One:** Introduction to the course and Review Week

**Week Two:** Module One: The Foundations of Assessment: History and Philosophy

Reading: Text chapter 1; Reading One

**Week Three:** Module Two: The Foundations of Assessment: Statistics and Measurement Theory

Reading: Text chapters 2 and 7 ; Reading 2A and 2B

**Week Four:** Module Two continued

**Week Five:** Module Three: Norms, Reliability, and Validity

Reading: Text chapters 5; Reading 3A and 3B

**Week Six:** Module Four: Utility and Test Construction

Reading: Text chapter 3, 4, 13; Reading 4

Test Review Topics Assigned

**Week Seven:** Module Five: Assessing Intelligence: definitions, issues, tests

Reading: Text chapter 1; Reading 5A and 5B

**Week Eight:** Module Five continued

Phase 1 Test Reviews Due

**Week Nine:** Module Six: Ethics and Biases in Assessment

**Reading:** Text chapter 6, 11

Reading 6

**Week Ten:** Module Seven: Assessing Personality

Reading: Text chapter 9, 10; Reading 7A and 7B

Phase 2 Test Reviews Due

**Week Eleven:** Module Eight: Applications of Assessment I (educational testing, career and business assessment)

Reading: Text chapter 8, 10; Reading 8A

**Week Twelve:** Module Eight continued: Applications of Assessment II (diagnosis)

Reading: Text chapter 9; Reading 8B and 8C

**Week Thirteen:** Conclusions and exam review

Reading: Text chapter; Reading



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                          |                         |             |
|--------------------------|-------------------------|-------------|
| <b>PSYC 325</b>          | <b>Arts/ Psychology</b> | <b>3</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT      | UFV CREDITS |
|                          | <b>Memory</b>           |             |
| COURSE DESCRIPTIVE TITLE |                         |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the major areas of memory research. Topics studied include sensory, short-term, working, and semantic memory, as well as encoding strategies, retrieval cues, amnesia, state dependent learning, and mnemonics.

PREREQUISITES: PSYC 202 (formerly PSYC 210) or PSYC 221. Note: As of January 2016, prerequisites will change to the following: (PSYC 202 (formerly PSYC 210)) and (PSYC 221).

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 30 Hrs  
 Seminar: 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: 25  
 Expected frequency of course offerings: Two or  
Three times per 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): **Psychology Curriculum Committee**

Department Head: **Zoe Dennison**

Date approved: **February 2014**

Campus-Wide Consultation (CWC)

Date of meeting: **February 28, 2014**

Curriculum Committee chair: **Amanda McCormick**

Date approved: **March 14, 2014**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **March 14, 2014**

Undergraduate Education Committee (UEC) approval

Date of meeting: **March 28, 2014**

**PSYC 325**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Demonstrate knowledge of the methods and theories used by memory theorists to research and communicate about human memory.
- Analyze the concepts introduced by memory researchers.
- Critically evaluate the evidence used by researchers to support claims made regarding major concepts.
- Communicate, in psychological terms, a rich understanding of analysis of experimental science.
- Apply theoretical accounts to real-world issues regarding memory and its function.

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

May include lectures, demonstrations, small group practice, discussion, audio-visual presentations. This course may also be offered online or as a hybrid.

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

☒ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)

☐ Other (specify):

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

## TEXTBOOKS, REFERENCES, MATERIALS:

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Baddeley, A. (2002) Human Memory: Theory and Practice. Allyn and Bacon.  
Neath, I. (2002) Human Memory: An Introduction to Research. Brooks/Cole.

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                          |     |
|--------------------------|-----|
| Midterm Exam:            | 30% |
| Literature Review Paper: | 20% |
| Class Participation:     | 5%  |
| Class Presentation:      | 15% |
| Final Exam:              | 30% |

## COURSE CONTENT:

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

Week 1: History/Defining Memory  
 Week 2: Multistore Model (Sensory Memory)  
 Week 3: Multistore Model (Short-term Memory)  
 Week 4: Processing Accounts  
 Week 5: Forgetting  
 Week 6: Separate Systems Accounts  
 Week 7: **Midterm Exam**  
 Week 8: Recall versus Recognition Memory: Models  
 Week 9: Semantic Memory  
 Week 10: Reconstructive Memory  
 Week 11: Catch-up and Review  
 Week 12: Class Presentations  
 Week 13: Class Presentations



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                    |                             |             |
|--------------------|-----------------------------|-------------|
| <b>PSYC 368</b>    | <b>Arts/Psychology</b>      | <b>3</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT          | UFV CREDITS |
|                    | <b>Political Psychology</b> |             |
|                    | COURSE DESCRIPTIVE TITLE    |             |

**CALENDAR DESCRIPTION:**

This course undertakes a brief survey of the interdisciplinary field of political psychology. Because politics is an interactive process that involves both the people whom we usually think of as political leaders and the "little people" who do not do much more than vote, analysis of both leaders and voters (or other low-level political actors) will be undertaken. Some of the topics examined are chimpanzee politics, game theory, personality processes, cognition and decision-making, small group processes, emotion, social identity, political legitimacy, race relations, nationalism, terrorism, and social capital.

Note: Students with credit for PSYC 491F cannot take PSYC 368 for further credit.

PREREQUISITES: (PSYC 101) and (PSYC 102). Note: As of January 2016, prerequisites will change to the following: (45 university-level credits) to include (PSYC 101) and (PSYC 102)

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PSYC 491F**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

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

**TOTAL HOURS PER TERM: 45**

**STRUCTURE OF HOURS:**

Lectures: **30** Hrs  
 Seminar: **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: **25**  
 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): <b>Psychology Curriculum Committee</b> | Date approved: <b>February 2014</b>       |
| Department Head: <b>Zoe Dennison</b>                       | Date of meeting: <b>February 28, 2014</b> |
| Campus-Wide Consultation (CWC)                             | Date approved: <b>March 14, 2014</b>      |
| Curriculum Committee chair: <b>Amanda McCormick</b>        | Date approved: <b>March 14, 2014</b>      |
| Dean/Associate VP: <b>Jacqueline Nolte</b>                 | Date of meeting: <b>March 28, 2014</b>    |
| Undergraduate Education Committee (UEC) approval           |                                           |

**PSYC 368**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate an understanding of how basic psychological concepts from personality theory, cognition, the study of emotions and attitude, and group dynamics can be used to help understand political phenomena
- Discuss political psychological theorizing about leadership, voting, the media, tolerance, race relations, nationalism, security issues, and social capital
- Apply concepts learned, to understanding new political situations

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

May include lectures, seminars, videos, individual or group projects. This course may also be offered online or as a hybrid course.

**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:]

Cottam, M., Dietz-Uhler, B., Mastors, E.M. & Preston, T. (2010). *Introduction to political psychology* (2<sup>nd</sup> Ed). Mahwah (NJ): Lawrence Erlbaum.

Jost, J.T. & Sidanius, J. (2004). *Political psychology: Key readings*. New York: Psychology Press.

Westen, D. (2007). *The political brain*. New York: Public Affairs.

**Other required readings might include**

Shepherd, S. & Kay, A. C. (2012). On the perpetuation of ignorance: System dependence, system justification, and the motivated avoidance of sociopolitical information. *Journal of Personality and Social Psychology*, 102, 264-280.

Son Hing, L. S., Bobocel, D. R., Zanna, M. P., & McBride, M. V. (2007). Authoritarian dynamics and unethical decision-making: high social dominance orientation leaders and high right-wing authoritarianism followers. *Journal of Personality and Social Psychology*, 92, 67-81.

Smirnov, O., Dawes, C. T., Fowler, J. H., Johnson, T., & McElreath, R. (2010). The behavioral logic of collective action: Partisans cooperate and punish more than nonpartisans. *Political Psychology*, 31, 595-616.

Jost, J. T. (2006). The end of the end of ideology. *American Psychologist*, 61, 651-670.

**SUPPLIES / MATERIALS:**

No special materials required.

**STUDENT EVALUATION:**

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

|                         |                     |
|-------------------------|---------------------|
| Midterm exam            | 30% of course grade |
| Final exam              | 35% of course grade |
| Oral presentation       | 5% of course grade  |
| Book Review             | 10% of course grade |
| Final essay (topic TBA) | 20% of course grade |

**PSYC 368**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**COURSE CONTENT:**

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

**Week 1** Introduction

**Week 2** Chimpanzee politics  
Game theory and philosophy

**Week 3** Personality and politics

**Week 4** Cognition and emotion

**Week 5** Social identity and attitudes

**Week 6** Political psychology of groups

**Week 7** Political leaders

**Week 8** Midterm exam

**Week 9** Voting, media, and tolerance

**Week 10** Race and ethnicity

**Week 11** Ideology

**Week 12** Political extremism and terrorism  
Security and conflict

**Week 13** Social capital

**Memo**

To: CACC, Dean of Arts

From: Zoe Dennison and Tracy Porter

Date: February 24, 2014

Subject: PSYC 371 – New course

---

This new course was developed by Candace Taylor on her sabbatical last year, and expands our current offerings in this area from one course (PSYC 370) Introduction to Personality Theory) to two.

It meshes with our current course offerings in Research Methods, Assessment, and of course 370. While PSYC 370 focuses on the critical role of theory in the area, it can't, because of time constraints, fully address current research in personality's newer, important areas such as behaviour genetics and personality neuroscience; 371 does this. PSYC 370 regularly has a waitlist, and is taken by many PSYC majors as well as students from related disciplines, such as KPE and Criminology, and we expect the same demand for 371.

The recent analysis of the ratio between number of courses in a department and number of full time faculty members showed our department to be quite low, at 2.85 (the recommended value was 4), so we can easily add new courses to our rotation of upper levels.

As 371 will be added into the regular timetable rotation of upper levels, no new budget is required. In fact, as this is a new course in a popular area, it may even bring us new registrations.





**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                    |                               |             |
|--------------------|-------------------------------|-------------|
| PSYC 371           | Arts/Psychology               | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT            | UFV CREDITS |
|                    | Current Issues in Personality |             |
|                    | COURSE DESCRIPTIVE TITLE      |             |

**CALENDAR DESCRIPTION:**

Conceptions of personality and its key historical developments are considered. The course begins with Freud's theory of personality, its status and influence on psychology in general. Methods of test construction, validation, and assessment are examined. The primary focus is on research, highlighting areas such as behaviour genetics, personality neuroscience, attachment theory, evolutionary personality, the Big Five, and how personality predicts important life outcomes.

PREREQUISITES: (PSYC 101) and (PSYC 102) and (one of PSYC 202 (formerly PSYC 210), CRIM 220, KPE 301, KPE 400, or SOC 255/ANTH 255/MACS 255 (formerly SCMS 255)).

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

**SERVICE COURSE TO:** (department/program)  
 none

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 35 Hrs  
 Seminar: 10 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: 25

Expected frequency of course offerings: annually

(every semester, annually, every other year, etc.)

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☒ No

Course designer(s): **Psychology Curriculum Committee**

Department Head: **Zoe Dennison**

Date approved: **February 2014**

Campus-Wide Consultation (CWC)

Date of meeting: **February 28, 2014**

Curriculum Committee chair: **Amanda McCormick**

Date approved: **March 14, 2014**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **March 14, 2014**

Undergraduate Education Committee (UEC) approval

Date of meeting: **March 28, 2014**

**PSYC 371**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Define personality, including history, current conceptualizations, and typical research methods
- Demonstrate understanding of key theorists' contributions to personality by being able to describe theories' essences, their effects on personality research, and how those theories influenced psychology in general
- Describe the methods typically used in personality research, including test construction and validation
- Critically evaluate the research in current areas such as behavior genetics and personality neuroscience
- Describe the relationship between personality and evolutionary psychology and attachment theory
- Demonstrate understanding of the relationship between individual differences in personality relate and important life outcomes

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

The course will comprise lectures and in-class discussions.

## 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:]*

Funder, D.C. (2013). *The personality puzzle*. New York, NY: Norton.

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                   |     |
|-------------------|-----|
| Two midterm exams | 45% |
| Final exam        | 30% |
| Participation     | 5%  |
| Major paper       | 20% |

## COURSE CONTENT:

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

Week 1: Intro/What is Personality? Brief history of Personality Assessment  
 Week 2: Factor analysis and the structure of Personality; The Big Five I  
 Week 3: Big Five II  
 Week 4: Measuring Personality  
 Week 5: Midterm #1  
 Week 6: Problems in assessment  
 Week 7: The Biology of Personality I: Physiology, Biochemistry and Behavior Genetics  
 Week 8: The Biology of Personality II: Personality Neuroscience  
 Week 9: Evolutionary Psychology  
 Week 10: Midterm #2  
 Week 11: Freud and his impact on Personality  
 Week 12: Attachment  
 Week 13: Personality and Life Outcomes; The Big Picture (Review and Integration)



## Memo

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date: January 6, 2014

Subject: Revision of an existing course - ANTH 301, Theoretical Currents in Contemporary Anthropology

A. *Course revision:*

1. *Rationale for change:* Six year course review.
2. *Summary of substantive changes:* The class size limit is changed from 36 to 25 to reflect the standard maximum enrollment in upper-level classes in SCMS. Course revisions include text book updates and an update of administrators. The course title has changed for ANTH 301 at the request of CACC.

C. *Budget and Learning outcome Issues*

1. *How does your course address the UFV Learning Outcomes?*

In this course, students acquire advanced knowledge of the theoretical bases of modern cultural anthropology, which are applied to specific situations (ILOs 2, 3 & 4). Students must learn to communicate using the working vocabulary of contemporary theoretical discourse. Written and oral presentations and group work also require the development of communication and collaborative leadership skills (ILOs 5 & 7). Students engage in independent research (ILO 6). The multicultural and emic orientation of the course encourages respectful practice and prepares students to contribute regionally and globally (ILOs 8 & 9).

2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This course satisfies a program requirement for the Soc/Anth major. It is not required for any other program.
3. *What consideration has been given to indigenizing the curriculum?* The course has significant indigenous content.
4. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:* N/A
  - a. *Credit value:* No change.



- b. *Class size limit:* The previous course outline specified a maximum enrollment of 36. This was an error. It has always been our practice to set the enrollment limit at 25.
  - c. *Frequency of offering:* No change.
  - d. *Resources required (labs, equipment):* No change.
5. *If this course is not eligible for PLAR, explain why.* Methods will be considered on a case by case basis.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* N/A
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* Approximately \$200.00 for textbooks.

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**MINUTES**

COLLEGE OF ARTS CURRICULUM COMMITTEE

May 10, 2013

9:30AM - Abbotsford campus, Room A225

ANTH 301

S. Fisher questioned why this is a third year course when SOC 201, which has essentially the same title, is at the second year level. S. Piper replied that the course has always been at the 300 level and that cannot be changed due to its placement as a core in the SOC/ANTH major. He is willing to have the course title changed. The group was also concerned that a twenty year old textbook is included on the outline. S. Piper will forward the group's concerns to the course designer.

---

The following changes were made to the course outline:

**COURSE DESCRIPTIVE TITLE**

Replacement of: Key ideas in Anthropology

To: Theoretical Currents in Contemporary Anthropology

**TEXTBOOKS, REFERENCES, MATERIALS**

Deletion of:

Barret S.

1996. *Anthropology A Guide to Theory and Method*, University of Toronto Press.

Fox, Richard

1991. *Recapturing Anthropology--Working in the Present*, School of American Research Press.

Hastup Karen.

1995. *A Passage to Anthropology--Between Experience and Theory*, Routledge.



Addition of:

- 1) Turner, Victor, "Passages, Margins, and Poverty: Religious Symbols of Communitas" Chapter reprinted from Victor Turner , Dramas, Fields and Metaphors (Ithica: Cornell University Press, 1974.
- 
2. Claude Levi-Strauss, " The Story of Azdiwal", Publisher's British reprint rights by Penguin Books Ltd, 1976.
- 
3. Bourdieu, Pierre, Structures, Habitus and Power (Chapter 4) in "Outline of a Theory of Practice" (A Reader in Contemporary Social Theory" by Dirks, Eley, Ortnet) Princeton University Press, 1994.
- 
- 4) Rabinow, Paul and William M. Sullivan, " An Interpretive Turn: Emergence of an Approach" (The Introduction), in Interpretive Social Sciences: A Reader, University of California Press, Berkeley and Los Angeles, 1979.
- 
- 5) Geertz, Clifford, " Deep Play: Notes on A Balanese Cockfight", in High Points in Anthropology, Second Edition, by Paul Bohannan and Mark Glazer, McGraw Hill, 1988.
- 
- 6) Geertz, Clifford, "The Native Point of View, On The Nature of Anthropological Understanding", in High Points in Anthropology, Second Edition, by Paul Bohannan and Mark Glazer, McGraw Hill, 1988.
- 
- 7) Groz Elizabeth, "Lived Bodies: Phenomenology and the Flesh" a Chapter in Lived Bodies: Toward a Corporeal Feminism, Allen & Unwin, 1994.
- 
- 8) Ingold, Tim, "Hunting and Gathering as Ways of Perceiving the Environment", in Roy Ellen and Katsuyoshi Fukui (eds) Redifining Nature, Ecology, Culture and Domestication, Toronto, ON: Berg Publishers, 1996.
- 
- 9) Keith Basso, "Stalking With Stories: Names, Places, and Moral Narratives among the Western Apache" in Text, Play and Story: Names, Places and Moral Narratives among the Western Apache, in the Anthropological Ethnological Society, edited by Edward Bruner, Seattle WA, Washington Anthropological Society, 1994.
- 
- 10) Pauline Marie Rosseneau, "Abandoning the Author, Transforming the Text, and Re-Orienting The Reader" from Post-Modernism in the Social Sciences: Insights, Inroads and Intrusions, Princeton University Press, 1992.
- 

© Program Development Office, University of the Fraser Valley



11) James Clifford, " The Predicament of Culture: Twentieth Century  
Ethnography, Literature and Art. (Chapter 1 and 2) Harvard University Press.  
Cambridge MA, 1988.

**CWC Comments**

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**From: Rhonda Colwell**

Hi everyone,

I have read this proposal and I have no concerns.

Thanks,

Rhonda

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PDO



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**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

|                                                   |                                    |             |
|---------------------------------------------------|------------------------------------|-------------|
| ANTH 301                                          | Social, Cultural and Media Studies | 4           |
| COURSE NAME/NUMBER                                | FACULTY/DEPARTMENT                 | UFV CREDITS |
| Theoretical Currents in Contemporary Anthropology |                                    |             |
| COURSE DESCRIPTIVE TITLE                          |                                    |             |

**CALENDAR DESCRIPTION:**

A consideration of selected themes and ideas in current anthropological thought with respect to their historical origins and theoretical and applied importance.

PREREQUISITES: (45 university-level credits) to include (ANTH 102) and (at least 3 additional credits of anthropology)  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:**

**60**

**STRUCTURE OF HOURS:**

Lectures: **45** Hrs  
 Seminar: **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: **25**  
 Expected frequency of course offerings: Once every two 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): <b>Christine Elsey</b>          | Date approved: <b>April 19, 2013</b>    |
| Department Head: <b>Stephen Piper</b>               | Date of meeting: <b>January 6, 2014</b> |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>March 14, 2014</b>    |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>March 14, 2014</b>    |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>March 28, 2014</b>  |
| Undergraduate Education Committee (UEC) approval    |                                         |

**ANTH 301**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Apply key theoretical concepts in discussions about cultural anthropology.
- Utilize a working vocabulary relevant to the main theoretical discourses that inform research and anthropological enquiry within the discipline.
- Demonstrate skills in argumentation and reasoning, appropriate to the discipline of anthropology.
- Read critically within the discipline of anthropology.
- Apply an understanding of post-colonial theory and decolonizing approaches to anthropological research, and thus to be able to demonstrate an appreciation of the necessity for indigenous methodologies.

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

Lectures, Seminars, and Class Presentations.

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

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Course may be challenged. Alternative methods may be considered on a case-by-case basis.

☐ 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:]

Comaroff Jean, and John L. Comaroff, "Ethnicity Inc." University of Chicago Press, 2009.

*Anth 301- Course pack*

1) Turner, Victor. 1978. "Passages, Margins, and Poverty: Religious Symbols of Communitas." *Dramas, Fields and Metaphors*. Ithaca: Cornell University Press.

2. Levi-Strauss, Claude. 1988. "The Story of Azdiwal." *High Points in Anthropology*. 2<sup>nd</sup> ed. by P. Bohannan and M. Glazer. Knoxville, Tennessee: McGraw Hill.

3. Bourdieu, Pierre. 1994. "Structures, Habitus and Power." *Outline of a Theory of Practice : A Reader in Contemporary Social Theory*. Princeton, NJ: Princeton University Press.

4) Rabinow, Paul and William M. Sullivan, 1979. "An Interpretive Turn: Emergence of an Approach." *Interpretive Social Sciences: A Reader*. Berkeley and Los Angeles: University of California Press.

5) Geertz, Clifford. 1988. "Deep Play: Notes on A Balinese Cockfight." *High Points Anthropology*. 2<sup>nd</sup> ed. edited by P. Bohannan and M. Glazer. Knoxville, Tennessee: McGraw Hill.

6) Geertz, Clifford. 1988. "The Native Point of View, On The Nature of Anthropological Understanding." *High Points in Anthropology*, Second Edition, edited by P. Bohannan and M. Glazer. Knoxville, Tennessee: McGraw Hill.

7) Groz, Elizabeth. 1995. "Lived Bodies: Phenomenology and the Flesh." *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington, USA: Indiana University Press.

8) Ingold, Tim. 1996. in Roy Ellen and Katsuyoshi Fukui (eds.) "Hunting and Gathering as Ways of Perceiving the Environment." *Redefining Nature, Ecology, Culture and Domestication*. Toronto, Ontario: Berg Publishers.

9) Basso, Keith. 1984. "Stalking With Stories: Names, Places, and Moral Narratives Among the Western Apache." *Text, Play and Story: The Construction and Reconstruction of Self and Society*, Proceedings of the Anthropological, Ethnological Society, edited by E. Bruner. Seattle, Washington: Washington Anthropological Association.

10) Rosseneau, Pauline Marie. 1992. "Abandoning the Author, Transforming the Text, and Re-Orienting the Reader." *Post-Modernism in the Social Sciences: Insights, Inroads and Intrusions*. Princeton, NJ: Princeton University Press.

11) Clifford, James. 1988. "On Ethnographic Authority and Power and Dialogue in Ethnography: Marcel Griaule's Initiation." *The Predicament of Culture: Twentieth Century Ethnography, Literature and Art*. Cambridge, Massachusetts: Harvard University Press.

**SUPPLIES / MATERIALS:**



**ANTH 301**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**STUDENT EVALUATION:**

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

|                   |     |
|-------------------|-----|
| Mid-term Exam     | 25% |
| Final Essay       | 25% |
| Term Paper        | 30% |
| Oral Presentation | 20% |

**COURSE CONTENT:**

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

**Weeks 1 – 2 Introduction** - General discussion of the roots of symbolic anthropology.

**Week 3 Structural Anthropology** - Tracing the origins of structural anthropology as an approach to symbolic anthropology.

**Weeks 4 – 5 Post Marxist/ Reflexive Anthropology** - The writings of Pierre Bourdieu as a recent force in social anthropology.

**Week 6** Mid-term exam

**Week 7 The Interpretive Turn** - The process of hermeneutic anthropology as a current and positive force in anthropology.

**Week 8 Thick Description and the Meaning of Complexity** - The writings of Clifford Geertz as a pioneering force in interpretive anthropology.

**Weeks 9 – 10 Phenomenological Anthropology** - Exploring the concepts of phenomenological anthropology.

**Weeks 11 – 12 Post Modernism in Anthropology** - The impact of post modernism on anthropology and look at the value of "deconstructionism", as a theoretical starting point, in the process of ethnography.

**Week 13 Gender Studies** – A look at the cross-cultural context of male "hegemonic" power, and the roots of gender inequity in a variety of ethnographic contexts.



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 V2S 7M8  
 Tel: (604) 504-7441

### MEMORANDUM

**TO:** CWC, FSCC, Science Faculty Council, Dean Lee, UEC, Senate  
**FROM:** Greg Schlitt, Math and Stats Department Head (acting)  
**DATE:** Jan 26 2014  
**SUBJECT:** 6 Year Review for MATH 094 and 095

---

The six year review was approved by the Math and Stats Department on October 28, 2013. The outlines, with track changes are attached.

**RATIONALE:** The only significant changes are to the prerequisites, made to accommodate the new high-school Foundation/Pre-calculus streams. The restrictions regarding students obtaining credit for both MATH 094/095 and MATH 110, or 140 have been removed for clarity and economy. Credit duplication is not an issue of concern since the 094/095 credits are not university-level (>100) credits.

**BUDGET IMPLICATIONS:** None

**CWC FEEDBACK:**

Hi Greg,

I have read this proposal and I have one minor question. Is the change in hours due to how the courses are offered? Or to move to what is generally expected of a 4 credit course? Or ..?

Thanks,  
 Rhonda

Hi Rhonda. We're trying to get some consistency across our courses, so "60 hours" is what we're now using for 4 credit courses, "45 hours" for 15. I understand there's a larger move across the university to try to make some sense of the current inconsistency, this is part of that effort.

Logic:

- 4 credit courses meet 3 times a week in math for 80 minutes:  $(13 \times 3 \times 80)/60 = 52$  (or in the 15 week semester of yore,  $(15 \times 3 \times 80)/60 = 60$ )
- 3 credit courses meet 2.5 times per week (on average) for 80 minutes:  $(13 \times 2.5 \times 80)/60 = 43.3$  (or in the 15 week semester of yore,  $(15 \times 2.5 \times 80)/60 = 50$ )

-G



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1995

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** MATH 094

**Number of Credits:** 4 [Course credit policy \(105\)](#)

**Course Full Title:** Introduction to College Math I

**Course Short Title:**

**Faculty:** Faculty of Science

**Department (or program if no department):** Mathematics and Statistics

### Calendar Description:

Manipulation of algebraic expressions; zeroes of quadratic and polynomial functions; equations involving rational exponents, radicals, rational functions, and absolute values. Functions, with emphasis on notation, graphing, transformations, inverses, and compositions. Nonlinear systems and complex numbers. Applications include optimization, motion, and area problems.

**Note:** This course, followed by MATH 095, is recommended for students intending to major in a science, engineering, or technology program who do not have the required Grade 12 math prerequisites. MATH 094 and MATH 095 are together equivalent to provincial Mathematics 12 and they provide the foundation for calculus courses.

**Prerequisites (or NONE):** Principles of Math 12 or Pre-calculus 12; or at least a C in one of the following: Principles of Math 11, Pre-calculus 11, MATH 085, Applications of Math 12; or at least a B in Foundations of Math 12.

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 60**

**Typical structure of instructional hours:**

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 60        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 36**

**Expected frequency of course offerings**

(every semester, annually, etc.): Annually: Fall

**Department / Program Head or Director:** Greg Schlitt

**Date approved:** October 28, 2013

**Campus-Wide Consultation (CWC)**

**Date of posting:** January 26, 2013

**Faculty Council approval**

**Date approved:** March 7, 2014

**Dean/Associate VP:** Lucy Lee

**Date approved:** February 21, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** March 28, 2014

[MATH 094]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

1. utilize their algebraic skills in manipulating algebraic expressions
2. solve linear, quadratic, and absolute value equations and nonlinear systems of equations
3. find solutions for linear, quadratic, absolute value, and rational inequalities
4. recognize, formulate, solve, and interpret a variety of applied problems
5. solve problems using the language of functions as required for the study of calculus
6. use technology to enhance their understanding of topics represented by graphs
7. graph and analyze polynomial and rational functions

## Prior Learning Assessment and Recognition (PLAR)

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

<http://www.ufv.ca/media/assets/secretariat/policies/Course-Challenge-%28106%29.pdf>

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

Lectures mixed with problem sessions. Graphing calculators are used to aid in the understanding of topics.

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

## Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

|    | <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year Published</u> |
|----|------------------------------------------|---------------------------------------------|--------------------------|------------------|-----------------------|
| 1. | Bittinger, Beecher, et al                | Algebra & Trig, Graphs & Models             | 5 <sup>th</sup>          | Addison-Wesley   | 2006                  |
| 2. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 3. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 4. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 5. |                                          |                                             | <input type="checkbox"/> |                  |                       |

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

A graphing calculator (without a computer algebraic system) is required.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 15% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests: | 30% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

Details (if necessary):

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

## Typical Course Content and Topics

1. Basic algebra skills:
  - a) Exponents
  - b) Factoring
  - c) Rational expressions
  - d) Radicals
2. Solutions of equations:
  - a) Linear
  - b) Quadratic
  - c) Rational
  - d) Radical
  - e) Absolute value
  - f) Nonlinear systems

**[MATH 094]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3***Typical Course Content and Topics continued:*

3. Functions:
  - a) Notation
  - b) Evaluation
  - c) Transformations
  - d) Domain and range
  - e) Compositions
  - f) Inverses
  - g) Linear and quadratic applications
4. Graphing, use of technology to aid in graphing and in interpreting graphs:
  - a) Linear functions
  - b) Quadratic functions
  - c) Rational functions
5. Applications:
  - a) Uniform motion
  - b) Geometric
  - c) Optimization

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1995

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** MATH 095

**Number of Credits:** 4 [Course credit policy \(105\)](#)

**Course Full Title:** Introduction to College Math II

**Course Short Title:** Intro to College Math II

**Faculty:** Faculty of Science

**Department (or program if no department):** Mathematics and Statistics

### Calendar Description:

MATH 094 and MATH 095 are together equivalent to provincial Math 12. Logarithmic and exponential functions, trigonometric functions, and geometric and arithmetic sequences and series and as time permits binomial theorem, matrices, and vectors.

**Prerequisites (or NONE):** MATH 094 with at least a C

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours:** 60

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 60        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☒ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 36

**Expected frequency of course offerings**

(every semester, annually, etc.): Annually: Winter

**Department / Program Head or Director:** Greg Schlitt

**Date approved:** October 28, 2013

**Campus-Wide Consultation (CWC)**

**Date of posting:** January 26, 2013

**Faculty Council approval**

**Date approved:** March 7, 2014

**Dean/Associate VP:** Lucy Lee

**Date approved:** February 21, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** March 28, 2014

**[MATH 095]**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 2 of 2**

**Learning Outcomes**

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

1. solve exponential and logarithmic equations
2. manipulate and graph exponential and logarithmic functions
3. make appropriate use of exponential and logarithmic concepts to solve applied problems
4. solve trigonometric equations
5. manipulate and graph circular functions and their inverses
6. make appropriate use of trigonometric concepts to solve applied problems
7. identify and analyze sequences, especially arithmetic and geometric sequences
8. analyze and evaluate the sums of a finite or an infinite series
9. use technology to analyze the mathematical topics of MATH 095

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

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

<http://www.ufv.ca/media/assets/secretariat/policies/Course-Challenge-%28106%29.pdf>

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

Lectures mixed with problem sessions. Graphing calculators are used to aid in the understanding of topics.

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

**Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)**

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u>   | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|--------------------|---------------------------|
| 1. | Bittinger,<br>Beecher, et al        | Algebra and Trigonometry, Graphs and Models | 5 <sup>th</sup>          | Addison-<br>Wesley | 2006                      |
| 2. |                                     |                                             | <input type="checkbox"/> |                    |                           |
| 3. |                                     |                                             | <input type="checkbox"/> |                    |                           |
| 4. |                                     |                                             | <input type="checkbox"/> |                    |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                    |                           |

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

A graphing calculator (without a computer algebraic system) is required.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 40% | Assignments: | 15% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests: | 30% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

In MATH 095 students examine and apply:

1. logarithmic and exponential functions and equations
2. trigonometric functions and equations
3. geometric and arithmetic sequences and series

Additional topics covered as time allows: the binomial theorem, matrices and vectors

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:

**Memo**

**To:** CWC, Chairs of FSCC, Science Faculty Council, CACC, UEC, Senate

**From:** Greg Schlitt, Acting head, Mathematics & Statistics, Faculty of Science

**Date:** 12/09/13

**Subject:** Revision of "Statistics Option" program requirements in light of MATH 368

In a separate memo we have requested the discontinuance of MATH 308 Linear Programming and MATH 360 Operations Research I, to be replaced with the one course MATH 368 Operations Research.

We have several minors which mention MATH 308 and MATH 360 specifically as an option for students. We request replacement of those mentions with MATH 368.

Specifically, for the programs

- BA Mathematics minor (statistics option)
- BA Mathematics extended minor (statistics option)
- BSc Mathematics minor (statistics option)

we request change of the upper-level requirements

**from:**

15 credits selected from the following:

|          |                                |      |
|----------|--------------------------------|------|
| MATH 308 | Linear Programming             | 3    |
| MATH 360 | Operations Research I          | 3    |
| STAT     | 300- or 400-level STAT courses | 9-15 |

**to:**

|                     |                                           |                        |
|---------------------|-------------------------------------------|------------------------|
| <del>MATH 368</del> | <del>Operations Research</del>            | <del>3</del>           |
| <del>STAT</del>     | <del>300- or 400-level STAT courses</del> | <del>12-15</del> [GS1] |

15 credits of 300 or 400-level STAT courses which may include MATH 368.

**CWC Consult**



Hi Greg,

I suggest that the upper-level requirements be stated differently because students could interpret this as they must complete MATH 368 as part of the new upper-level requirements for these Math/Stats programs, when it is an option. I am suggesting something along the lines of: 15 upper-level credits in 300- or 400-level STAT courses, which may include MATH 368.

Thx,

Rhonda

**Action: Can do, memo re-written.**

# MEMO



**To:** College of Arts Curriculum Committee  
**From:** Susan Fisher, Associate Dean, Students  
**Date:** 10 January 2014  
**Re:** Change in Calendar copy for declaration of majors, minors, honours and extended minors

---

## **Proposed**

The proposed change will alert students that not everyone who applies to a program will necessarily be accepted; demand may exceed the available number of seats. The new copy clarifies how decisions will be made if space is limited.

Note that an earlier version of this change was approved at CACC and UEC. However, there was concern at UEC that the change did not state the basis on which decisions would be made. We decided to retract and revise the proposed change to ensure that it followed UFV Policy 80 Admission to Undergraduate Programs, which requires that students be informed in advance whether a program admits on "minimum program criteria" or on a "best prepared" basis.

## **Rationale**

At times, Arts programs have difficulty ensuring that all program students get the courses they need. The note we propose to add would enable departments when necessary to limit the number of majors, honours, extended minors, and/or minors that they accept. (Note that the Department of Criminology and Criminal Justice already includes a note like this in its section on the extended minor.)

## **Budget Implications**

The change will give departments more control over the number of program students they accept. When departments can control their student numbers, they are better able to offer programs efficiently.

## **Institutional Learning Outcomes**

N/A

## **Indigenization**

N/A

## **Timeline for Implementation**

We would like this change to be implemented for January 2015.

**New copy for the declaration section of the Bachelor of Arts:**

**Declaration of majors, extended minors, minors**

Students may formally declare Arts majors, extended minors, or minors after they have completed 30 credits with a minimum 2.0 CGPA on all credits attempted. Unless otherwise stated, to be eligible to declare, students must have earned a minimum grade of C on *each of 3 required courses* for the subject discipline. (Some departments have specific requirements; these are listed in the Calendar under the department.) Students are encouraged to declare as soon as they can.

Students in the BA who reach 60 credits without yet declaring a major or two extended minors will not be permitted to register in any further courses until they have done so. Exceptions may be made in special circumstances by an Arts Advisor.

Please note that the number of students wanting to enter any Arts honours, major, extended minor, or minor program may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the BA will have priority. UFV cannot guarantee available seats in required program courses on demand.

CWC Comments:

**From:** Ashley Hoogendoorn  
**Sent:** January 21, 2014 11:48 AM  
**To:** Rhonda Colwell; Rachael Letkeman  
**Cc:** Susan Fisher; Elaine Newman; Samantha Pattridge  
**Subject:** RE: [CWC] Correction: Declaration of Majors, Extended Minors and Minors in the BA

Hi Rhonda,

You are correct that this is a major program change. The deadline for a major program change to get into the Fall 2014 calendar is the January UEC meeting (with concurrent recommendation from SBC and subsequent recommendation from APPC and approval from Senate). Given the deadline, this proposal will likely be ready for the Winter/Summer 2015 calendar (published in October). I would suggested requesting a January 2015 implementation date.

Thanks,  
Ashley

**From:** Rhonda Colwell  
**Sent:** January-20-14 4:19 PM  
**To:** Rachael Letkeman  
**Cc:** Susan Fisher; Elaine Newman; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] Correction: Declaration of Majors, Extended Minors and Minors in the BA

Hi everyone,

I would like to retract my "I have no concerns" statement. I have been calling people on their implementation dates so I should not show favoritism to this proposal.☺ Therefore, I suggest that you confirm with Ashley on the implementation date of September 2014 as this change seems like a restriction.

Thanks,  
Rhonda

**From:** Rhonda Colwell  
**Sent:** Friday, January 17, 2014 4:06 PM  
**To:** Rachael Letkeman  
**Cc:** Susan Fisher; Elaine Newman; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] Correction: Declaration of Majors, Extended Minors and Minors in the BA

Hi everyone,

I have read this proposal and I have no concerns.

Thanks,  
Rhonda

# MEMO



To: BAPC  
From: Susan Fisher and Elaine Newman  
Date: December 17, 2013  
Re: Change to the BA Continuance

---

## Rationale:

The rationale for making the change to our policy to include mandatory advising is to connect with students who are at-risk academically early on in their studies. Our current practice is to warn them of their academic standing and encourage them to make an appointment with an Advisor, however most students do not take advantage of this offer. With mandatory advising we can support student learning through one-on-one advising appointments and the development of a plan for academic success, advisors can review the student's academic and personal goals, and offer strategies and resources to help them be successful. Ultimately we want the student to continue their studies, rather than being removed from a program of study or worse from UFV.

Please accept this proposal for the following changes:

## From:

### **BA Policy on Academic Warning**

A student who has a CGPA lower than 2.0 will be placed on academic warning for the next semester. A student on academic warning may not register in a course overload.

Students who do not achieve a semester GPA of at least 2.0 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.0 will continue on academic warning until the CGPA equals or exceeds 2.0.

**To:**

**BA Policy on Academic Warning**

A student who has a CGPA lower than 2.0 will be placed on academic warning for the next semester and will be required to meet with an Arts Advisor. A registration hold will be placed on the student's account; it will be removed once the student has met with an Arts Advisor. A student on academic warning may not register in a course overload.

Students who do not achieve a semester GPA of at least 2.0 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.0 will continue on academic warning until the CGPA equals or exceeds 2.0.

CWC Comments:

**From:** Rhonda Colwell

**Sent:** Friday, January 17, 2014 2:45 PM

**To:** Rachael Letkeman

**Cc:** Susan Fisher; Elaine Newman; Ashley Hoogendoorn; Samantha Pattridge

**Subject:** RE: BA Policy on Academic Warning

Hi everyone,

I have read this proposal and I have no concerns.

I do have a suggestion though – you may want to include a rationale for adding the statement about the registration hold. I know why we want to have mandatory advising for students placed on Academic Warning, but not everyone may.

Thanks,  
Rhonda

# MEMO



To: BAPC  
From: Susan Fisher and Elaine Newman  
Date: December 17, 2013  
Re: Change to the BA Course Duplication Rule

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## Rationale:

The rationale for the change to the duplication rule is that we used to follow this practice and we would like to return to it officially. We want to allow students to be able to take a course that tends to be more challenging (ie: STAT 104, AH 102), without being penalized by having it count for more than one duplication. We recognize that students will struggle with some courses more than others, especially in the first year when they are adjusting to university. We do not want to discourage them from attempting a course that they have heard is "hard", rather we would like to promote students exploration of various courses and disciplines.

Please accept this proposal for the following changes:

## From:

### **BA Policy on Course Duplication**

Duplication refers to taking a course more than once.\* No more than five duplications will be permitted on courses which apply to the BA. This limit could be reached through multiple repeats of the same course or through repeats of several different courses. A "W" in a course is not counted as a duplication.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts degree.

\*Repeats of Theatre 199 and 299 are exempt from the duplication rule when a grade of P or higher is achieved.

**To:**

**BA Policy on Course Duplication**

Course duplication refers to taking a course more than once. Under university policy, students may not register for a course more than twice without departmental permission. Where a course has been repeated, only the higher grade is counted in the GPA calculation.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts degree. A "W" or an "AU" in a course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

CWC Comments:

Hi

Thanks Elaine. Glad to get the clarification that you won't count "multiple" attempts at the same course (that seems fair so those students who find one course a stumbling block, or would like to improve a grade, are not penalized). This wording looks great.

Elaine

**From:** Elaine Newman

**Sent:** Tuesday, January 21, 2014 4:25 PM

**To:** Elaine Harris; Rachael Letkeman; cwconsult

**Cc:** Susan Fisher

**Subject:** RE: BA Policy on Course Duplication

Hi Elaine,

Thanks for your comments. I have made some edits to your suggested wording to capture the intent of our changes.

The rationale for the change to the duplication rule is that we used to follow this practice and we would like to return to it officially. We want to allow students to be able to take a course that tends to be more challenging (ie: STAT 104, AH 102), without being penalized by having it count for more than one duplication. We recognize that students will struggle with some courses more than others, especially in the first year when they are adjusting to university. We do not want to discourage them from attempting a course that they have heard is "hard", rather we would like to promote students exploration of various courses and disciplines.

Course duplication refers to taking a course more than once. Under university policy, students may not register for a course more than twice without departmental permission. Where a course has been repeated, only the higher grade is counted in the GPA calculation.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts degree. ~~This limit could be reached through repeats of several different courses and/or multiple repeats~~

● Page 2



~~of the same course, if permitted.~~ Courses with "W" or "AU" grades are not counted towards the BA duplication limit.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

**Elaine**

**From:** Elaine Harris

**Sent:** Tuesday, January 21, 2014 9:22 AM

**To:** Rachael Letkeman; cwconsult

**Cc:** Susan Fisher; Elaine Newman

**Subject:** RE: BA Policy on Course Duplication

Hi everyone

The only concern I have is that with the new wording, the description of course duplication for the BA has been dropped.

Course duplication for the BA is not exactly the same as repeat course checking, which I believe *does* count any course that results in a grade, including W and AU grades. This wording might make students think that the exclusion of W and AU grades applies to repeat checking in general, as well as to the course duplication limit for the BA. Also, it may not be clear that multiple repeats of the same course (if permitted) would be counted (assuming that is still the case).

Although it makes sense to mention the university repeat policy, I'd recommend keeping some of the original wording that explains specifically how course duplication is applied in the BA . Perhaps something like this would work:

Course duplication refers to taking a course more than once. Under university policy, students may not register for a course more than twice without departmental permission. Where a course has been repeated, only the higher grade is counted in the GPA calculation.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts degree. This limit could be reached through repeats of several different courses and/or multiple repeats of the same course, if permitted. Courses with "W" or "AU" grades are not counted towards the BA duplication limit.

Note: Repeats of lower-level Theatre practicum courses are exempt from the duplication rule when a grade of P or higher is achieved.

Thanks for the opportunity to provide feedback.  
Elaine Harris



33844 King Road  
Abbotsford, BC  
V2S 7M8  
Tel: (604) 504-7441

## MEMORANDUM

**TO:** UEC

**FROM:** Allan Arndt, Biology Department Head

**DATE:** November 12, 2013

**SUBJECT:** BIO Concentration Revisions

The Biology Department requests approval of the revision made to the Biology concentrations. We have combined the Pre-Med and Pre-Vet concentrations and the Ecology and Biology of Organisms concentrations as requested in the Program Review.

### CWC Comments

1. Would you consider the title "Pre-Medicine/Pre-Veterinary" concentration rather than "Pre-Medicine or Pre-Veterinary"?

I think eliminating "or" in the title would make it stronger, and make it clearer that this is a single concentration suitable for both programs.

2. The statement "It requires more course work than these professional programs require" can become problematic, unless you keep the word "most" or add "usually". It can be risky to publish definite statements related to what other institutions require, since requirements can be changed, or new programs can be introduced. Also, have programs outside Canada been looked at? If not, a suggestion for wording might be:

"The concentration requires more course work than is usually required for Canadian medical or veterinary programs ...."

### Response

These changes have been incorporated.

### CWC Comments

I am wondering if anyone has already suggested listing out the courses your dept will accept to satisfy the "any one Microbiology course" under the Pre-medicine or Pre-veterinary concentration? All other requirements list out the specific courses and this one does not. I suspect that students will ask about this. As an Arts advisor, I would not know how to respond other than to check with your dept and/or the Science Advice Centre.

### Response

Due to additions and/or removal of some Microbiology course offerings we feel it would be best not to refer to specific course numbers.

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## Biology

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

### Biology major

This section specifies the biology major discipline requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

#### Lower-level requirements

| Course                                                         | Title                                           | Credits           |
|----------------------------------------------------------------|-------------------------------------------------|-------------------|
| BIO 111                                                        | Introductory Biology I                          | 5                 |
| BIO 112                                                        | Introductory Biology II                         | 5                 |
| BIO 201                                                        | Cell Biology I                                  | 4                 |
| BIO 202                                                        | Cell Biology II                                 | 4                 |
| BIO 210                                                        | Introductory Ecology                            | 4                 |
| BIO 220                                                        | Introductory Genetics                           | 4                 |
| CHEM 111                                                       | Principles of Chemistry I (previously offered)  |                   |
| or CHEM 113                                                    | Principles of Chemistry I                       | 4-5               |
| CHEM 112                                                       | Principles of Chemistry II (previously offered) |                   |
| or CHEM 114                                                    | Principles of Chemistry II                      | 4-5               |
| PHYS 105                                                       | Non-Calculus Physics                            |                   |
| or (PHYS 111                                                   | Mechanics                                       |                   |
| and PHYS 112)                                                  | Electricity and Magnetism                       | <del>5</del> 4-10 |
| MATH 111                                                       | Calculus I                                      | 4                 |
| MATH 112                                                       | Calculus II                                     |                   |
| or MATH 118                                                    | Calculus II for Life Sciences                   | 4                 |
| CHEM 213                                                       | Organic Chemistry I                             | 4                 |
| CHEM                                                           | CHEM course numbered 200 or above               | 3-4               |
| <b>Plus one course selected from the following:</b> (see Note) |                                                 |                   |
| STAT 104                                                       | Introductory Statistics                         | 4                 |
| STAT 106                                                       | Statistics I                                    | 4                 |
| MATH 270/<br>STAT 270                                          | Introduction to Probability and Statistics      | 4                 |

Note: Students who completed PSYC 110 prior to September 2012 can use this course toward lower-level requirements.

#### Upper-level requirements

| Course                                                                                                                                                                     | Title                                            | Credits |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------|
| <b>Two of the following:</b>                                                                                                                                               |                                                  | 6       |
| BIO 310                                                                                                                                                                    | Conservation Biology                             |         |
| BIO 312                                                                                                                                                                    | Developmental Biology                            |         |
| BIO 320                                                                                                                                                                    | Biochemistry                                     |         |
| BIO 416                                                                                                                                                                    | Evolution                                        |         |
| <b>Plus:</b>                                                                                                                                                               |                                                  |         |
| 24 credits of BIO courses numbered 300 and above. (Included in these 24 upper-level credits must be at least eight credits chosen from four-credit BIO courses with labs.) |                                                  | 24      |
| Electives                                                                                                                                                                  | Upper-level university courses in any discipline | 14      |

Upper-level courses at other institutions may be counted as upper-level Biology transfer credit. See [Courses at other institutions](#) for details.

#### Concentrations

The following concentrations are available in the Biology major:

- Pre-Medicine/
- ~~Pre-Veterinary~~
- Cellular, Molecular, and Genetics
- Ecology ~~and~~
- Biology of Organisms

See [this section](#) for concentration requirements.

### **Preparation for teaching**

Students who intend to prepare for public school teaching should complete the Biology major with six credits of English (3 credits of composition and 3 credits of literature) and at least one other teachable minor is recommended. Students should see a science advisor for the composition of teachable minors.

## Biology

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

### Biology major concentrations

Students who wish to specialize in a sub-discipline of biology or prepare for professional studies as part of their Biology major may choose to complete a concentration in Pre-Medicine, Pre-Veterinary, Ecology, Biology of Organisms, or Cellular, Molecular, and Genetics.

Students may declare their intention to complete a concentration any time after first year.

The Biology major may be combined as a concentration with a minor in another discipline (e.g., Cellular, Molecular, and Genetics concentration with a Chemistry minor) or students may wish to complete a double concentration (e.g., Pre-Medicine with Cellular, Molecular, and Genetics).

Students are strongly advised to consult a science advisor for information on course sequencing prior to starting a concentration.

Note: A special topics course or any other appropriate course can be designated for credit under a particular concentration.

#### ~~Pre-Medicine~~~~-or-~~~~Pre-Veterinary~~ concentration

The pre-medicine~~-or-pre-veterinary~~ concentration does not guarantee admission into a medical ~~or veterinary~~ school program. ~~The concentration~~ requires more course work than ~~these most medical school professionals usually required for Canadian medical or veterinary~~ programs ~~require~~. However, the Biology Department advises that the courses in this concentration will better prepare students for both writing the Medical College Admissions Test (MCAT) and pursuing a career in ~~medicine or veterinary school~~ medicine. Students interested in this concentration should consult with a science advisor for program planning.

The pre-medicine~~-or-pre-veterinary~~ concentration requires completion of the following courses as part of a Biology major or Biology Honours program:

- ~~CHEM 214~~
- ~~BIO 320-CHEM 214~~
- STAT 106 or MATH 270/STAT 270 (see Note)
- Any two courses of ENGL 105 or above
- ~~Any one Microbiology course~~ ~~BIO 203, 320, 325~~
- PHYS 105, or PHYS 111 and 112
- PSYC 101
- And any ~~four~~ ~~three~~ of: BIO ~~280, 280, 305, 306~~, 312, ~~315, 330~~, 350, ~~380, 383, 385, 401~~ ~~415~~; KPE 215, 270, 370; or PSYC 102

Note: The Biology major accepts STAT 104 as a statistics requirement, but the ~~p~~Pre-medicine~~-or-pre-veterinary~~ concentration requires STAT 106 or MATH 270/STAT 270.

#### ~~Pre-Veterinary~~ concentration

~~The pre-veterinary concentration does not guarantee admission into a veterinary school program. The Biology department advises that the courses in this concentration will better prepare students for pursuing a career in veterinary medicine. Students interested in this concentration should consult with a science advisor for program planning.~~

~~This concentration requires completion of the following courses as part of a Biology major or Biology Honours program:~~

- ~~• BIO 203, 312, 320~~
- ~~• CHEM 350~~

- ~~STAT 106 or MATH 270/STAT 270 (see Note)~~
- ~~Two lower level Physics courses (PHYS 101 and PHYS 105, or PHYS 111 and PHYS 112)~~
- ~~Any two of AGRI 237, AGRI 238, AGRI 239, AGRI 254, AGRI 256, or AGRI 331~~
- ~~Any two of BIO 305, BIO 306, or BIO 325~~
- ~~Any two of BIO 280, KPE 170, KPE 270, or KPE 370~~

~~Note: The Biology major accepts STAT 104 as a statistics requirement, but the Pre-veterinary concentration requires STAT 106 or MATH 270/STAT 270.~~

### **Cellular, Molecular, and Genetics concentration**

In addition to the courses required for a Biology major or Biology Honours, this concentration requires completion of the following:

- BIO 320, 401

#### **Plus four courses (14-16 credits) from:**

- BIO ~~308~~, 312, 325, 326, 350, 402, 403, 406, 407, 414, 415, 416, 425
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Cellular, Molecular, and Genetics concentration
- CHEM 350

### **Ecology and Biology of Organisms concentration**

In addition to the courses required for a Biology major or Biology Honours, this concentration requires completion of the following:

- BIO 310, 312, 416

#### **Plus four courses (14-16 credits) from:**

- BIO 301, 305, 306, 307, 308, 315, 326, 330, 335, 340, 360, 380, 385, 390, 410, 417, 419, 430, 477~~330, 340, 390, 410, 430~~
- BIO 408, 409, 499 (appropriate topic)
- BIO special topics course designated for credit under the Ecology or Biology of Organisms concentration
- ~~BIO 417/GEOG 417~~

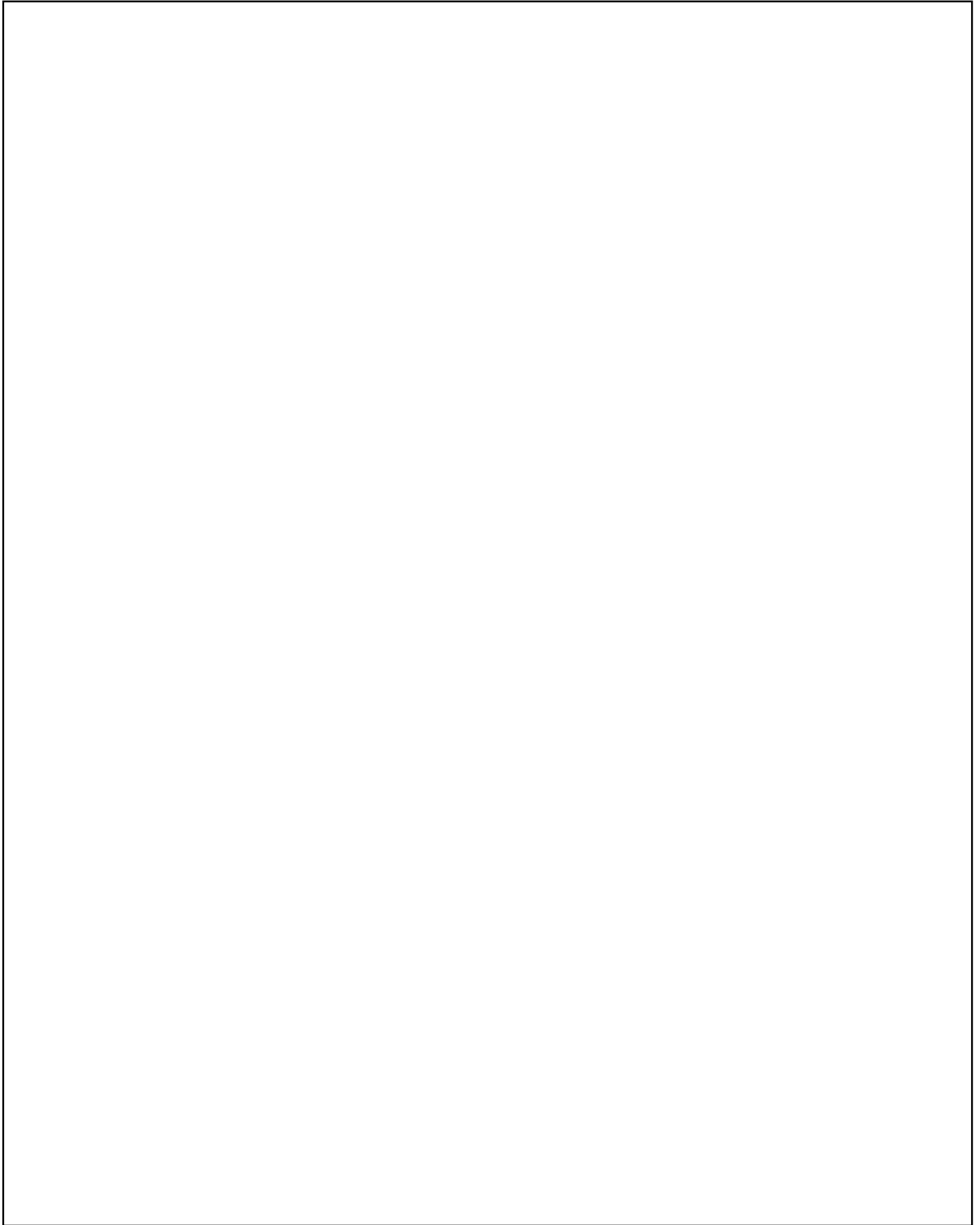
### **Biology of Organisms concentration**

~~In addition to the courses required for a Biology major or Biology Honours, this concentration requires completion of the following:~~

- ~~BIO 312, 416~~

#### **Plus four courses (14-16 credits) from:**

- ~~BIO 301, 303, 304, 305, 306, 307, 360, 385, 470~~
- ~~BIO 408, 409, 499 (appropriate topic)~~
- ~~BIO special topics course designated for credit under the Biology of Organisms concentration~~



The CMNS department would like to add residency and PLAR requirements to the Communications minor.

Rationale: Communications minor students can come from any program, and not every program has specific residency requirements. We have had cases recently where students transfer in to a program and decide to take the CMNS minor, except they have transferred in all of the lower-level credits for the minor and then attempt to PLAR all of the upper-level credits. There are two main problems with this practice: 1) there seems to be an assumption that any ~~work involving~~ writing **in the workplace** is equivalent to our upper-level CMNS courses, and 2) students could graduate with a CMNS minor without having taken a single CMNS course at UFV.

We feel that these changes bring our program more in line with other programs at UFV. See the attached revised calendar copy for specific details.

CWC: November 15, 2013 – No Comments Received



### **Communications minor**

The requirements of the Communications minor are designed to be met within a four-year Baccalaureate program. The Communications minor will provide 24-28 credits towards the 120-credit minimum required for a UFV Baccalaureate degree, the balance to come from the declared major, plus electives. Of these credits, 12-16 will come from upper-level CMNS courses. Students will be advised to choose a major prior to declaring a minor in Communications. Formal declaration will be completed in consultation with the advisor in their discipline and the Communications department. ~~For students who are planning on completing this Arts minor within their degree program, please check the BA residency section of the calendar for how many upper level credits must be completed at UFV in order to graduate with this program.~~

### **Program requirements**

Lower-level requirements: 12 credits

| <b>Course</b>    | <b>Title</b>                                                    | <b>Credits</b> |
|------------------|-----------------------------------------------------------------|----------------|
| <b>One of:</b>   |                                                                 | 3              |
| CMNS 125         | Introduction to Workplace Communication                         |                |
| CMNS 155         | Introduction to Workplace and Academic Communication            |                |
| CMNS 165         | Professional Communication for Kinesiology (previously offered) |                |
| CMNS 175         | Writing for the Internet                                        |                |
| <b>One of:</b>   |                                                                 | 3              |
| CMNS 180         | Introduction to Intercultural Communications                    |                |
| CMNS 212         | Basic Public Relations and Advocacy Communications              |                |
| HSER 120         | Introduction to Interpersonal Communications                    |                |
| <b>Required:</b> |                                                                 |                |
| CMNS 235         | Oral Communication                                              | 3              |
| CMNS 251         | Professional Report Writing                                     | 3              |

Upper-level requirements: 12-16 credits

Four upper-level Communications courses, one of which must be a 400-level course.

### **Residency**

Of the courses for the minor, 50% must be completed at UFV, to include at least two upper-level courses, one of which must be a 400-level course.

For students who are planning on completing this Arts minor within their degree program, please check the BA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

**PLAR**

A maximum of two upper-level courses for the minor, excluding the 400-level course requirement, may be completed through PLAR.

**Course listings**

For complete details on courses see the [course descriptions](#) section. All Communications and Critical Analysis and Study Methodology courses require some proficiency with email, web-based research, and word-processing packages. Many Communications courses are offered in a number of formats including online, hybrid, and face-to-face. Students should check before registration that the course is offered in a manner that suits their learning style.

**Rationale:**

The Communications Department would like to add CMNS/GEOG 257 as an option for students completing the CMNS Minor. This is a new course, and adding it to the course list within our minor will expand options for students in various programs thinking of completing a CMNS minor. This change has no budgetary implications.

CWC: November 15, 2013 – No Comments Received

**Communications minor**

The requirements of the Communications minor are designed to be met within a four-year Baccalaureate program. The Communications minor will provide 24-28 credits towards the 120-credit minimum required for a UFV Baccalaureate degree, the balance to come from the declared major, plus electives. Of these credits, 12-16 will come from upper-level CMNS courses. Students will be advised to choose a major prior to declaring a minor in Communications. Formal declaration will be completed in consultation with the advisor in their discipline and the Communications department. For students who are planning on completing this Arts minor within their degree program, please check the BA residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

**Program requirements**

Lower-level requirements: 12 credits

| Course                    | Title                                                           | Credits  |
|---------------------------|-----------------------------------------------------------------|----------|
| <b>One of:</b>            |                                                                 | 3        |
| CMNS 125                  | Introduction to Workplace Communication                         |          |
| CMNS 155                  | Introduction to Workplace and Academic Communication            |          |
| CMNS 165                  | Professional Communication for Kinesiology (previously offered) |          |
| CMNS 175                  | Writing for the Internet                                        |          |
| <b>One of:</b>            |                                                                 | 3        |
| CMNS 180                  | Introduction to Intercultural Communications                    |          |
| CMNS 212                  | Basic Public Relations and Advocacy Communications              |          |
| <u>CMNS/<br/>GEOG 257</u> | <u>Environment: Science and Communications</u>                  | <u>3</u> |
| HSER 120                  | Introduction to Interpersonal Communications                    |          |
| <b>Required:</b>          |                                                                 |          |
| CMNS 235                  | Oral Communication                                              | 3        |

CMNS 251      Professional Report Writing      3

Upper-level requirements: 12-16 credits

Four upper-level Communications courses, one of which must be a 400-level course.

**Course listings**

For complete details on courses see the [course descriptions](#) section. All Communications and Critical Analysis and Study Methodology courses require some proficiency with email, web-based research, and word-processing packages. Many Communications courses are offered in a number of formats including online, hybrid, and face-to-face. Students should check before registration that the course is offered in a manner that suits their learning style.

## **Undergraduate Course and Program Approval policy (21)**

### **Consultation summary**

#### **Areas consulted:**

- Undergraduate Education Committee
- Academic Planning and Priorities Committee
- Faculty/ College Councils
- Faculty/College Curriculum Committees
- Deans
- University Secretary
- Senate Budget Committee
- Proposed changes were posted on the Secretariat website and announced in UFV Today.

#### **General Comments**

- Since UEC is responsible for changes to the procedures, guidelines, and templates for new/revised courses, new proposals, and program revisions, it would be good to communicate changes to the other committees that are impacted. Perhaps the changes could be included in the yearly report to Senate.  
**Response:** Changes to procedures, guidelines, and templates are typically communicated to committees that are affected.  
**Action:** Changes to procedures, guidelines, and templates will be included in the yearly report to Senate.

#### **Definition section**

- Program working group is defined in the definition section, but is not mentioned in the policy or regulations sections. Does it need to be listed as a definition?  
**Response:** Program working groups is not referred to in the policy, so it does not need to be listed as a definition.  
**Action:** The program working group definition has been removed from the definition section.

#### **Regulations section**

- **Point 7:** What constitutes a minor or major course or program change, who communicates this information, and at what point during the approval process will this information be communicated?  
**Response:** Similar to current practice, the guidelines will contain information that explains the differences between major and minor course and program changes. This information can be found on the UEC website. Additionally, a guideline booklet is produced every year, and will continue to be produced.  
It was misleading to state that UEC determines what constitutes a minor or major change. The wording in this section should be revised to specify that Senate has authority over UEC's recommendations on what constitutes minor and major changes.  
**Action:** The following sentence was changed to increase clarity on this matter:  
What constitutes a *minor* or *major* program change will be determined by **Senate upon recommendation by UEC** and communicated by UEC, in consultation with the PDO.
- **Point 8:** The expedited program approval process should not be tied only to programs that generate revenue or have an existing source of funding.  
**Response:** The expedited program approval process allows for some flexibility within the policy when certain circumstances arise, and should only be used in specific situations.  
**Action:** No change.
- **Point 9:** When identifying who is maintaining and supporting what procedures, guidelines, and templates, the position should be named, not the office.

**Response:** This is a good suggestion.

**Action:** This information has been updated to be more specific.

- **Point 9:** When there are changes to the procedures or guidelines, the decision should be up to the committee, not just the Assistant. The Assistant of the committee consult with the Chair and Vice-Chair of the committee to decide unanimously on what should go to the committee for discussion/decision.

**Response:** This can be added in.

**Action:** Reference to guidelines and templates were removed from the first paragraph of point 9, and the following paragraph was added:

Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.



NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

### **UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

AUTHORITY Senate  
 PRIMARY CONTACT Provost and Vice-President, Academic  
 RELATED POLICIES

#### **PURPOSE**

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

#### **SCOPE**

This policy applies to all new courses and programs and changes to existing courses and programs.

#### **DEFINITIONS**

In this policy, the following definitions apply:

**Program:** For the purposes of this policy, 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.

**Program Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program Proposal:** The detailed description for a new program prepared on a standard template provided by the Program Development Office.

**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.

#### **POLICY**

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, 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, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units,

support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

#### **REGULATIONS**

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
2. A *new course* requires the approval of UEC, or Senate upon recommendation by UEC
3. Course changes will be classified as either *minor* or *major*. What constitutes a *minor* or *major* course change will be determined and communicated by UEC.
4. A *minor* course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.
5. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC.
6. A *new program* requires the approval of Senate according to the process outlined in *Procedures for Undergraduate Program Approval*. In exceptional cases, the approval can be obtained through the expedited process outlined in *Procedures for Expedited Undergraduate Program Approval*. No proposal can be put through the expedited process more than once.
7. The process for *major* and *minor* program changes is determined by UEC. *Major* changes require the approval of Senate. *Minor* changes are approved by UEC, and sent to Senate for information. What constitutes a *minor* or *major* program change will be determined by Senate upon recommendation by UEC.
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - a. There is funding available from an external source, with time constraints.
    - b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - c. There is a request for a partnership with a time constraint, and there is a funding source.
    - d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - e. There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

  - 1.2. The program must be sustainable.
  - 1.3. The program must be consistent with the strategic goals of UFV.
  - 1.4. The program must be consistent with program priorities of UFV.
  - 1.5. There are minimal adverse implications for other faculties, programs, and services.
9. Procedures in support of this policy will be developed, maintained, and communicated as such:
  - For new and revised courses: UEC.
  - For new program proposals (including concept papers): UEC, in consultation with the Office of the Vice-Provost.



- For program revision: UEC.
- For expedited process: APPC, in consultation with the Office of the Vice-Provost.

Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

DRAFT

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

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Undergraduate Course and Program Approval (21)

Page 3 of 4

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APPENDICES

Supplemental information:

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval

DRAFT



NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

## **UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

AUTHORITY Senate  
 PRIMARY CONTACT Provost and Vice-President, Academic  
 RELATED POLICIES

### **PURPOSE**

~~The policy is to guide the review and approval of UFV employs a process to scrutinize new and existing courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.~~

### **SCOPE**

~~This policy applies to a~~ 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**

In this policy, the following definitions apply:

~~**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.

**Minor Program Change:** Any change which is not major, as described above.

**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 Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program Proposal:** The detailed description for a new program prepared on the standard template provided by the Program Development Office, of Program Proposals.

**Program Working Group:** A group of people formally approved in consultation with the Dean(s) (or the Provost) to proceed in the development of a course or new 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.

## **POLICY**

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, 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, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV’s mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

## REGULATIONS

- ~~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.~~
1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
- ~~2. Changes made to the procedures and guidelines of this policy require the approval of Senate.~~
2. A new course requires the approval of UEC, or Senate upon recommendation by UEC, ~~according to the process outlined in Appendix A.~~
3. Course changes will be classified as either *minor* or *major*. What constitutes a minor or major course change will be determined and communicated by UEC.
4. A *minor* course change is to be approved by Faculty Council and submitted to UEC ~~as an information item and for review before~~ 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.~~
5. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC, ~~according to the process outlined in Appendix A.~~
6. A new program requires the approval of Senate according to the process outlined in Appendix B Procedures for Undergraduate Program Approval. In exceptional cases, the approval can be obtained through the expedited process outlined in Procedures for Expedited Undergraduate Program Approval. No proposal can be put through the expedited process more than once.
7. The process for *major* and *minor* program changes is ~~determined by UEC outlined in Appendix B.~~ Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information. What constitutes a minor or major program change will be determined by Senate upon recommendation by UEC, and communicated by UEC, in consultation with the PDO.
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - a. There is funding available from an external source, with time constraints.
    - b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - c. There is a request for a partnership with a time constraint, and there is a funding source.
    - d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - e. There is an opportunity for capital or infrastructure injection, with time constraints.
  - In addition,
  - 1.2. The program must be sustainable.
  - 1.3. The program must be consistent with the strategic goals of UFV.

1.4. The program must be consistent with program priorities of UFV.

1.5. There are minimal adverse implications for other faculties, programs, and services.

9. ~~Procedures, guidelines and templates~~ in support of this policy will be developed, maintained, and communicated as such:

- For new and revised courses: UEC. ~~Office, in consultation with UEC~~
- For new program proposals (including concept papers): UEC, in consultation with the ~~Office of the Vice-Provost. PDO, in consultation with the UEC Office~~
- For program revision: UEC. ~~Office, in consultation with UEC, and PDO as necessary~~
- For expedited process: ~~APPC, in consultation with the Office of the Vice-Provost~~ ~~Office, in consultation with UEC and PDO~~

Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

~~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

Undergraduate Course and Program Approval (21)

Page 4 of 5

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APPENDICES

Supplemental information:

- | [Procedures for Undergraduate Course Approval Process](#)
- | [Procedures for Undergraduate Program Approval Process](#)
- | [Procedures for Expedited Undergraduate Program Approval](#)

DRAFT



NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

## UNDERGRADUATE COURSE AND PROGRAM APPROVAL

AUTHORITY Senate  
 PRIMARY CONTACT Provost and Vice-President, Academic  
 RELATED POLICIES

### PURPOSE

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

### SCOPE

This policy applies to all new courses and programs and changes to existing courses and programs.

### DEFINITIONS

In this policy, the following definitions apply:

**Program:** For the purposes of this policy, 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.

**Program Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program Proposal:** The detailed description for a new program prepared on a standard template provided by the Program Development Office.

~~**Program Working Group:** A group of people formally approved to proceed in the development of a new program for consideration in the approval process.~~

**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.

### POLICY

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, 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, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.



The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

# **REGULATIONS**

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
2. A new course requires the approval of UEC, or Senate upon recommendation by UEC
3. Course changes will be classified as either *minor* or *major*. What constitutes a *minor* or *major* course change will be determined and communicated by UEC.
4. A *minor* course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.
5. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC.
6. A new program requires the approval of Senate according to the process outlined in *Procedures for Undergraduate Program Approval*. In exceptional cases, the approval can be obtained through the expedited process outlined in *Procedures for Expedited Undergraduate Program Approval*. No proposal can be put through the expedited process more than once.
7. The process for *major* and *minor* program changes is determined by UEC. *Major* changes require the approval of Senate. *Minor* changes are approved by UEC, and sent to Senate for information. What constitutes a *minor* or *major* program change will be determined by Senate upon recommendation by UEC, ~~and communicated by UEC, in consultation with the PDO.~~
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - a. There is funding available from an external source, with time constraints.
    - b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - c. There is a request for a partnership with a time constraint, and there is a funding source.
    - d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - e. There is an opportunity for capital or infrastructure injection, with time constraints.
  - 1.2. The program must be sustainable.
  - 1.3. The program must be consistent with the strategic goals of UFV.
  - 1.4. The program must be consistent with program priorities of UFV.
  - 1.5. There are minimal adverse implications for other faculties, programs, and services.
9. Procedures, guidelines, and templates in support of this policy will be developed, maintained, and communicated as such:

- For new and revised courses: UEC. ~~Office, in consultation with UEC.~~
- For new program proposals (including concept papers): UEC PDO, in consultation with ~~the UEC Office~~ the Office of the Vice-Provost.
- For program revision: UEC. ~~Office, in consultation with UEC, and PDO as necessary~~
- For expedited process: APPC, in consultation with the Office of the Vice-Provost. ~~APPC Office, in consultation with UEC and PDO.~~

Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

DRAFT

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

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APPENDICES

Supplemental information:

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval



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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Phone: 4676

SBC Assistant: Kasey Merritt  
Phone: 4526

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**TO:** Senate Governance Committee

**FROM:** Jackie Hogan, Senate Budget Committee Chair

**DATE:** March 24, 2014

**RE:** Consultation for revisions to the Undergraduate Course and Program Approval policy (21)

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At its February 27, 2014 meeting, the Senate Budget Committee reviewed the changes to the Undergraduate Course and Program Approval policy (21) and noted the following concern:

UEC determines what constitutes a *major* program change **and** UEC develops, maintains and communicates the procedures, guidelines and templates in support of this policy. This has the potential to bypass budget considerations for *major* program changes. While this may not be the intention, SBC would like clarification to ensure they have the opportunity to provide input as appropriate.

NUMBER **105**

APPROVAL DATE 02-10-1986

LAST AMENDMENT 04-13-2006

LAST REVIEWED MM-DD-YYYY

NEXT REVIEW DATE 04-2011

**COURSE CREDITS (former title Assignment of Course Credits)**

|                                       |                                                                                              |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Approval Authority</b>             | Senate                                                                                       |
| <b>Responsible Executive</b>          | Provost and Vice-President, Academic                                                         |
| <b>Related Policies / Legislation</b> | Undergraduate Program and Course Approval (21)<br>Graduate Program and Course Approval (207) |

**PURPOSE**

This policy establishes standards and principles for a consistent, credible approach to assigning course credits for courses at UFV.

**SCOPE**

This policy applies to all courses offered for credit by the University of the Fraser Valley.

**DEFINITIONS**

In this policy, the following definitions apply:

**Credit:** A numeric value assigned to a course, based on both the hours of direct instruction and the coursework done outside of the classroom, which indicates the course's weight relative to courses across the university.

**Course:** A set of lectures or lessons in a particular subject, with defined learning outcomes, offered under a designated subject code and course number.

**Class time:** Time required of students to attend scheduled learning activities, including but not limited to lectures, laboratories, seminars, demonstrations, and practice of skills.

**Outside-of-class time:** Time expected of students outside of class for course-related activities, such as reading, research, assignments, projects, studying, rehearsing, and any other learning activities typically required to master the course content.

**POLICY**

Course credits are intended to be a reflection of the total learning time, including class time and outside-class time, regardless of the instructional method(s) used. Courses that require similar amounts of learning time shall be assigned similar credit values, regardless of the instructional methods or delivery methods used.

---

**REGULATIONS****Standard for determination of credits**

The credit standard at UFV is based on the academic model, which assumes:

- The course is lecture or seminar based, with a 1:2 ratio of class time to outside-of-class time.
- A credit is based on one hour in class and two hours of outside-of-class study (total three hours per week of study time) for an average student over a 15-week semester, for a total of 45 study hours.

Many courses do not follow the above model precisely, or contain more than one instructional format with quite different ratios of class time to outside-of-class time, so credits are not determined by the number of class hours. Credits are based on an equivalent total amount of student course work (including class time and outside-of-class time).

**Approval of course credits**

Credit values for courses are established during the course approval process and may be changed during course reviews, in accordance with the Undergraduate and Graduate Course and Program Approval policies.

The head of the department or program, with approval of the appropriate curriculum committee, proposes the number of credits for each course. When proposing course credit values for new courses, or changes to credit values, departments will be required to explain how the credits were determined, based on:

- instructional contact hours required for students to achieve content mastery
- additional hours required of the student to achieve content mastery
- the credit value of the same or similar courses at UFV or at other institutions

There may be times when a comparison with the standard credit value does not provide an appropriate credit value for a particular course. In these cases the department must provide a detailed rationale to explain why a variance is requested.

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**APPENDICES**

**Calculation of credit values**

Credit can be calculated based on the total time estimated for completion of a course by a typical student, compared to a credit in the standard academic model, using the following chart:

| Course                         | Class hours per week | Outside-of-class hours per week | Total study hours per week | Duration in weeks (may vary for each component) | Total hours per semester | Credits – total hours/45 |
|--------------------------------|----------------------|---------------------------------|----------------------------|-------------------------------------------------|--------------------------|--------------------------|
| Scheduled Classes              |                      |                                 |                            |                                                 |                          |                          |
| Component 2<br>e.g. lab        |                      |                                 |                            |                                                 |                          |                          |
| Component 3<br>e.g. field trip |                      |                                 |                            |                                                 |                          |                          |
| Total                          |                      |                                 |                            |                                                 |                          |                          |



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**MEMORANDUM**

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To: Samantha Pattridge, Undergraduate Education Committee Chair  
From: Al Wiseman, University Secretary & Registrar  
Date: March 10, 2014  
Re: Vacant positions on UEC as of July 31, 2014

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Terms of office will be ending on July 31, 2014 for the following members on UEC:

- Les Stagg, Faculty of Professional Studies
- Judy Larsen, Faculty of Access & Open Studies
- Samantha Pattridge, Faculty of Humanities
- Eric Spalding, faculty of Social Sciences
- Stan Manu, Faculty of Science
- Rod McLeod, Faculty of Trades & Technology
- Nancy Goad, Faculty of Health Sciences
- Susan Fisher, Associate Dean, Students, College of Arts
- Rhonda Colwell, academic advisor
- Simon Xi, staff member
- Jenna White, student member

If members are interested in serving another term on the committee, we ask that they complete and return the attached expression of interest and information sheet to Lisa McMartin ([lisa.mcmartin@ufv.ca](mailto:lisa.mcmartin@ufv.ca)). Deadline is April 1, 2014 at 4:00 pm.

The form is also available at <http://www.ufv.ca/secretariat/expressions-of-interest/>.



**UFV Senate Standing Committee  
Call for Expressions of Interest**



Expressions of interests are being sought from faculty members, staff member, undergraduate and graduate students to serve on Senate Standing Committees for the upcoming academic year.

The Senate Governance Committee (SGC) welcomes expressions of interest for the positions listed in the attached expressions of interest form. SGC is responsible for ensuring the broadest possible base of representation, given the available pool of nominees. SGC will make every effort to ensure that committee composition considers the experience and interest of candidates and the diversity of disciplines at the University.

To volunteer, please complete and return the attached expression of interest and information sheet by 4:00 pm on Tuesday, April 1, 2014 to Lisa McMartin at [lisa.mcmartin@ufv.ca](mailto:lisa.mcmartin@ufv.ca).

For further information on the Senate Standing Committees or the nomination process, please visit the Secretariat website at <http://www.ufv.ca/secretariat/expressions-of-interest/>

**UFV Senate Standing Committee  
Call for Expressions of Interest**



**Expressions of Interest and Information Sheet**

*Click on highlighted areas to enter text.*

| <b>Candidate Information (required)</b>                                                                                                                  |                                               |                                                                                                                                                                                       |                                       |                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|
| Name:                                                                                                                                                    |                                               | Date:                                                                                                                                                                                 |                                       |                                       |
| Department/School/Program:                                                                                                                               |                                               | Faculty (if applicable):                                                                                                                                                              |                                       |                                       |
| Phone:                                                                                                                                                   |                                               | Email:                                                                                                                                                                                |                                       |                                       |
| <b>Candidate's position at UFV</b>                                                                                                                       |                                               |                                                                                                                                                                                       |                                       |                                       |
| Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Undergraduate student <input type="checkbox"/> Graduate student <input type="checkbox"/> |                                               |                                                                                                                                                                                       |                                       |                                       |
| If you are a UFV undergraduate or graduate student please provide the following information:                                                             |                                               |                                                                                                                                                                                       |                                       |                                       |
| <ul style="list-style-type: none"> <li>• Student ID#:</li> <li>• Program of study:</li> <li>• Year in program of study:</li> </ul>                       |                                               |                                                                                                                                                                                       |                                       |                                       |
| <b>Senate Standing Committee Vacancies</b>                                                                                                               |                                               |                                                                                                                                                                                       |                                       |                                       |
| <i>Please indicate the committee of interest.</i>                                                                                                        |                                               |                                                                                                                                                                                       |                                       |                                       |
| <i>If you are interested in more than one, please indicate your preferences (1 being most preferred)</i>                                                 |                                               |                                                                                                                                                                                       |                                       |                                       |
|                                                                                                                                                          | <b>Committee</b>                              | <b>Requires</b>                                                                                                                                                                       | <b>Term</b>                           | <b>Meetings*</b>                      |
| <input type="checkbox"/>                                                                                                                                 | Academic Planning & Priorities                | <ul style="list-style-type: none"> <li>• 1 faculty</li> <li>• 1 undergraduate student</li> <li>• 1 graduate student</li> </ul>                                                        | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Wed, week 3, 2:30-4:30pm     |
| <input type="checkbox"/>                                                                                                                                 | Senate Awards & Honours Committee             | <ul style="list-style-type: none"> <li>• 1 faculty</li> </ul>                                                                                                                         | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Tuesday, week 3, 2:30-4:30pm |
| <input type="checkbox"/>                                                                                                                                 | Senate Budget Committee                       | <ul style="list-style-type: none"> <li>• 3 faculty</li> <li>• 1 staff</li> <li>• 1 student</li> </ul>                                                                                 | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Thurs, week 4, 2:30-4:00pm   |
| <input type="checkbox"/>                                                                                                                                 | Graduate Studies Committee                    | <ul style="list-style-type: none"> <li>• 3 faculty</li> <li>• 1 staff</li> <li>• 1 graduate student</li> </ul>                                                                        | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Thurs, week 3, 9:00-11:00am  |
| <input type="checkbox"/>                                                                                                                                 | Senate Research Committee                     | <ul style="list-style-type: none"> <li>• 2 faculty</li> <li>• 1 staff</li> <li>• 1 graduate student</li> <li>• 1 undergraduate student</li> </ul>                                     | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Thurs, week 1, 9:00-11:00am  |
| <input type="checkbox"/>                                                                                                                                 | Undergraduate Education Committee             | <ul style="list-style-type: none"> <li>• 7 faculty</li> <li>• 1 dean or associate dean</li> <li>• 1 academic advisor</li> <li>• 1 staff</li> <li>• 1 undergraduate student</li> </ul> | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Fri, week 4, 10:00-12:00pm   |
| <input type="checkbox"/>                                                                                                                                 | Senate Standing Committee for Student Appeals | <ul style="list-style-type: none"> <li>• 2 faculty</li> <li>• 1 staff</li> <li>• 1 student</li> </ul>                                                                                 | 2 years – Aug 1, 2014 - July 31, 2016 | Monthly, Tues, week 3, 2:30-4:30pm    |
| *Meeting schedules are subject to change                                                                                                                 |                                               |                                                                                                                                                                                       |                                       |                                       |

**Information sheet (required)**

1. A statement of interest, outlining reasons for wanting to serve and what interests you about the Committee(s) you wish to serve on (up to 150 words):

2. Please list other recent committee service at UFV (department, program, Faculty, university-wide) and/or other organizations. Please indicate length of service.

3. Explain how your personal/professional experiences and/or qualifications would contribute to the work of the Committee(s)?

4. Please provide any additional information that you would consider relevant. Include additional sheet if required.

☐ Please consider me for vacancies as they occur.

**Candidate's agreement**

By submitting this application, candidates agree to stand for the above position and agree to the terms as outlined in the Rules for the Conduct of Business [http://www.ufv.ca/senate/standing-committees/rule\\_procedures/](http://www.ufv.ca/senate/standing-committees/rule_procedures/). If nominated, candidate are to serve the full term of the position.

To volunteer, please "save as" a copy and email the form to the Secretariat office:  
Attention to Lisa McMartin, Assistant to the University Secretary ([lisa.mcmartin@ufv.ca](mailto:lisa.mcmartin@ufv.ca))

**DEADLINE:** Tuesday, April 1, 2014 by 4:00 pm  
*Late forms will not be accepted*

Your personal information is collected under the authority of section 26(c) & 26(e) of the *Freedom of Information and Protection of Privacy Act* (FIPPA). Senate will use this information for the sole purpose of reviewing and recommending nominees for approval. If you have any questions about the collection or use of this information, please contact Al Wiseman, University Secretary and Registrar, 33844 King Rd, Abbotsford, BC, V2S 7M8 at 604-557-4020 or [al.wiseman@ufv.ca](mailto:al.wiseman@ufv.ca).

**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 committees 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.
- 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.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

**2. Meeting Schedule**

- 2.1. The following standing committees will meet monthly, 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.
  - Academic Planning and Priorities Committee
  - Senate Governance Committee
  - Undergraduate Education Committee
- 2.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
  - Senate Awards and Honours Committee
  - Senate Standing Committee for Student Appeals
  - Senate Budget Committee
  - Faculty Standards Committee of Senate
  - Senate Graduate Studies Committee
  - Senate Indigenization Committee
  - Senate Research Committee

**3. Terms of office**

- 3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, 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 for non-members of Senate on the standing committees may be renewed for additional terms.

**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 may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition every three years, and any recommendations for changes be brought to Senate for approval.