



**UNDERGRADUATE EDUCATION COMMITTEE (UEC)
September 30, 2016 - 10:00 AM
A225**

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 8      **2.1. UEC draft minutes: June 17, 2016**

MOTION: To approve the draft minutes as presented.

**3. UEC CHAIR**

9 - 11      **3.1. Election of UEC Chair**

**4. COURSES AND PROGRAMS**

12 -      **4.1. General Studies**  
61

New course: PORT 398, Portfolio I

New course: PORT 399, Portfolio II

Change to program requirements: Bachelor of General Studies

MOTION: To approve the new PORT 398 and 399 course outlines as presented.

MOTION: To approve the revised Bachelor of General Studies program requirements as presented, effective September 2017.

62 -      **4.2. Arts**  
73

Change to program requirements: Bachelor of Arts

MOTION: To approve the revised Bachelor of Arts program requirements as presented, effective September 2017.

74 -      **4.3. Business**  
75

Discontinuance: BUS 223

MOTION: To approve the discontinuation of BUS 223 as presented.

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- 76 - 84      **4.4. Graphic and Digital Design**  
Changes including prerequisites: GD 159, 358  
  
MOTION: To approve the changes to GD 159 and 358 as presented.
- 85 - 88      **4.5. Geography and the Environment**  
Changes including prerequisites: GEOG 454  
  
MOTION: To approve the changes to GEOG 454 as presented.
- 89 - 96      **4.6. Psychology**  
Changes including prerequisites: PSYC 200, 368  
  
MOTION: To approve the changes to PSYC 200 and 368 as presented.
- 97 - 107      **4.7. Biology**  
Changes including prerequisites: BIO 406  
Change to program requirements: Biology minor (BSc)  
  
MOTION: To approve the changes to BIO 406 as presented.  
  
MOTION: To approve the changes to the Biology minor (BSc) program requirements as presented.
- 108 - 110      **4.8. Computer Information Systems**  
Change to program requirements: BCIS Systems and Networking concentration  
  
MOTION: To approve the changes to the BCIS Systems and Networking concentration as presented, effective January 2017.
- 111      **4.9. Post-degree programs renamed post-baccalaureate**  
Change to program name: Hospitality Event Management post-degree certificate  
Change to program name: Data Analysis post-degree certificate  
Change to program name: Management post-degree certificate  
  
MOTION: To recommend that the credential type “post-degree” be replaced by “post-baccalaureate” certificate in the case of the three existing programs named above, in accordance with revisions to the Credentials policy (#64) approved by Senate in June 2016.
- 112 - 114      **4.10. Social Work and Human Services**  
Change to program: Bachelor of Social Work  
  
MOTION: To approve the revisions to the Bachelor of Social Work as presented.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

Page  
115

**5.1. UEC membership: Director of Teaching and Learning**

MOTION: To recommend that the Director of Teaching and Learning be able to designate a representative to sit on UEC as presented.

116 -  
119

**5.2. Subcommittee member elections**

- Admissions Subcommittee
- Policy Subcommittee
- Screening Subcommittee
- Transfer Credit Subcommittee

120 -  
122

**5.3. Mid-cycle review of Concept Papers**

MOTION: To approve the addition of a mid-cycle review to the Procedures for Undergraduate Program and Course Approval as presented.

123 -  
125

**5.4. Regulations for Combinations of Options within a Degree**

MOTION: To recommend approval of the Regulations for Combinations of Options within a Degree as presented.

126

**5.5. Discontinuation of Extended Studies Framework**

MOTION: To recommend discontinuation of the Framework: Extended Studies in a Program as presented.

**6. INFORMATION ITEMS**

**6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
GEOG 103, 105, 253

127 -  
129

**6.2. Honours Degree Program Guidelines and Template**

130

**6.3. UEC meeting dates for 2016/17**

**7. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

June 17, 2016  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Maria Bos-Chan, Gurbir Brar, Sue Brigden, Rhonda Colwell, John English, Peter Geller, Nancy Goad, Jody Gordon, Shirley Hardman, Arlene Leon, Stan Manu, David McGuire, Kate McCulloch, Rod McLeod, Lisa Moy, Sylvie Murray, Kirsten Robertson, Eric Spalding, Simon Xi  
**ABSENT:** Donna Alary, Heather Compeau, Vlad Dvoracek, Steven Marsh, Samantha Pattridge, Maureen Wideman  
**GUESTS:** Michelle Rhodes  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**MOTION:**

To approve the agenda as amended:

- Addition of 3.4, Bachelor of Agricultural Science

CARRIED

**2. APPROVAL OF UEC MINUTES**

**2.1.** UEC draft minutes: May 20, 2016

**MOTION:**

To approve the draft minutes as presented.

CARRIED

**3. COURSES AND PROGRAMS**

**3.1. Health Sciences**

Discontinuation: NURS 211, 220, 307, ~~310~~

Discontinuation: HSC 310, 312

New course: NURS 300, Professional Nursing: Research

New course: NURS 305, Professional Nursing: Leadership

Changes including title, prerequisites, and corequisites: NURS 301, 304

Changes including credits, prerequisites, corequisites, and total hours: NURS 303, 306

Change to program requirements: Bachelor of Science in Nursing

Program changes are being made to both the second and third years of the program.

**MOTION:**

To approve the HSC and NURS course outlines as presented.

CARRIED

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**MOTION:**

To recommend approval of the program changes to the Bachelor of Science in Nursing as presented.

CARRIED

**3.2. Geography and the Environment**

New course: ENV 200

New course: ENV 299

New course: ENV 399

New course: ENV 410

New course: ENV 499

New program: Bachelor of Environmental Studies

New program: Bachelor of Environmental Studies (Natural Sciences)

~~Change to entrance and program requirements: Geographic Information Systems certificate~~

Screening and CWC comments on the ENV courses, BES, and BES (Natural Sciences) were addressed in a document that was distributed to committee members prior to the meeting.

Although the ENV course code is not currently used, it already exists and so does not require approval.

Some changes to the entrance requirements were made for both degrees, and additional changes to the BES (Natural Sciences) entrance requirements were suggested to be more "high school friendly". The UEC Screening Subcommittee should review the final version of these changes. It was also noted that the English language proficiency requirement should be included.

The need for two separate, similar degrees was questioned. Some of the reasons for this are that the programs include distinct entrance requirements, and that the BES (Natural Sciences) requires a full year of biology and other sciences, plus statistics, that are not required in the BES.

**MOTION:**

To approve the new ENV courses as amended:

- ENV 299 prerequisites: "at least 45-30 credits"
- ENV 399 prerequisites: "at least 60-45 credits"
- ENV 499 prerequisites: "at least 90-75 credits"

CARRIED

**MOTION:**

To recommend approval of the new Bachelor of Environmental Studies degree as amended:

- Entrance requirement option 2: "Minimum GPA of 2.5 CGPA on at least the last 18 credits of university-level courses completed to date attempted. ... minimum CGPA requirements..."
- English language proficiency requirement to be added.

CARRIED

**MOTION:**

To recommend approval of the new Bachelor of Environmental Studies (Natural

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Sciences) degree as amended, pending final review by the UEC Screening Subcommittee:

- Entrance requirement option 1 language to be revised.
- Entrance requirement option 2: "Minimum GPA of 2.5 CGPA on at least the last 18 credits of university-level courses completed to date attempted. ... minimum CGPA requirements..."
- English language proficiency requirement to be added.

CARRIED

### 3.3. Applied and Technical Studies

Change to program length: Plumbing and Piping certificate

Changes including title, credits, prerequisites, and total hours: PLMB 111, 113

Changes including credits, prerequisites, and total hours: PLMB 112, 114

J. English (Dean, Faculty of Applied and Technical Studies) submitted the following additional information to summarize the changes:

The Faculty of Applied and Technical Studies proposes to change the length of the Plumbing and Piping Foundation Certificate Program from its current 34 weeks to 25 weeks. The 25 week program meets all the requirements of the Industry Training Authority (ITA). Material that is "surplus" to that required by the ITA as expressed in their standard program guides is removed.

Of the existing seven courses making up the program, two courses will remain the same (PLMB 110 and PLMB 116), four will undergo changes affecting content, title, credits, prerequisites and length (PLMB 111, 112, 113 and 114) and one course will be removed from the Program requirements (PLMB 115).

The effects of the proposed changes for students are a significant lower cost (saving nine weeks of tuition at \$116 per week) and an earlier completion.

The proposed changes bring the Plumbing and Piping Foundation certificate program in line with similar programs in the province.

Reducing the program's length opens the possibility of offering it twice a year, but not making this change puts it in danger of cancellation. This is not the only program with hours in excess of ITA requirements, although is the most significant. The Automotive and Auto Collision program has two additional weeks and Welding has six additional weeks. Welding will be looked at next year for revisions.

Some corrections and changes were made to the course outlines.

#### **MOTION:**

To recommend approval of the change in length of the Plumbing and Piping certificate and changes to associated course outlines (PLMB 111, 112, 113, 114) as amended, effective September 2016:

- PLMB 111 learning outcome #1: ~~Use mathematics and science to solve problems in the piping trades~~ Perform standard measurement unit

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**conversions**

- PLMB 111: changed from 3 to 4 credits (75 to 100 hours)
- PLMB 112: changed from 7 to 6 credits (175 to 150 hours)
- PLMB 112 prerequisites: remove "or instructor's permission"
- PLMB 113 title: ~~Organize Work~~ **Codes, Regulations, and Blueprints**
- PLMB 114 prerequisites: remove "or instructor's permission"
- PLMB 114 learning outcome #3: split into two outcomes
- PLMB 115 removed from program requirements

CARRIED

**3.4. Bachelor of Agricultural Science**

S. Murray presented minor revisions to the Bachelor of Agricultural Science that have recently been made by the Program Working Group in consultation with deans and advisors.

**MOTION:**

To approve the revised Bachelor of Agricultural Science calendar copy as amended:

- Entrance requirements, option 1: "prerequisites for BIO 111 and **either** CHEM 113 or CHEM 110".
- Change option 1 to option 2 and vice versa.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Chair, 2016/17**

As there are currently several vacant faculty member positions on the committee, this was postponed to a later meeting.

**4.2. Admissions Subcommittee report**

There was no report from this subcommittee.

**4.3. Curriculum Quality Subcommittee report**

Principles for Quality Curriculum were approved at Senate in June.

**4.4. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

**4.5. Policy Subcommittee report**

There was no report from this subcommittee.

**4.6. Addition to UEC committee membership**

S. Murray recommended that the Director of Advising sit on UEC as an ex-officio, non-voting member.

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**MOTION:**

To recommend that the Director of Advising be added to UEC as an ex-officio non-voting member.

CARRIED

**5. INFORMATION ITEMS**

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

BIO 093

CHEM 083

PHIL 315, 480, 481, 482, 483

PHYS 083

**5.2. UEC meeting dates and committee membership for 2016/17**

**6. ADJOURNMENT**

The meeting was adjourned at 12:19 pm.



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

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1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new and revised programs that occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

Revisions approved at Senate 2014 02 14  
2014-15 Senate review complete, with revisions approved by Senate 2015 04 10



**UNDERGRADUATE EDUCATION COMMITTEE**

**COMPOSITION**

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Voting Members:

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, University Registrar (or designate)
- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate\*
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Director, Teaching and Learning (ex officio)

*Ex Officio* Non-Voting Members:

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies(or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning
- Director, Institutional Research and Integrated Planning
- Coordinator, Program Development and Quality Assurance

Administrative Support:

- UEC Assistant/Calendar Editor, Office of the Registrar

\*Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

\*\*Normally the designate shall be appointed for a one-year term to ensure continuity.

Revisions approved at Senate 2014 02 14  
2014-15 Senate review complete, with revisions approved by Senate 2015 04 10



**UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2016/17**

| AREA REPRESENTED                                                    | TERMS OF OFFICE          | MEMBER                                                     |
|---------------------------------------------------------------------|--------------------------|------------------------------------------------------------|
| <b>Voting Members</b>                                               |                          |                                                            |
| Vice-Chair, University Secretary & Registrar (or designate)         | On-going                 | David Johnston                                             |
| <i>9 faculty members approved by Senate, at least 2 from Senate</i> |                          |                                                            |
| Faculty member of Senate                                            | 08-01-2015 to 07-31-2018 | Maria Bos-Chan, Faculty of Access and Continuing Education |
| Faculty member of Senate                                            | 08-01-2016 to 07-31-2019 | Teresa Arroliga Piper, Faculty of Humanities               |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Samantha Pattridge, Faculty of Humanities                  |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Emilio Landolfi, Faculty of Health Sciences                |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Adrianna Bakos, Faculty of Humanities                      |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Eric Spalding, Faculty of Social Sciences                  |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Nancy Goad, Faculty of Health Sciences                     |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Ben Vanderlei, Faculty of Science                          |
| Faculty                                                             | 08-01-2016 to 07-31-2018 | Ceilidh Hart, Faculty of Humanities                        |
| 2 deans or associate deans, approved by Senate                      | 08-01-2015 to 07-31-2018 | John English, Faculty of Applied & Technical Studies       |
|                                                                     | 08-01-2015 to 07-31-2018 | Sue Brigden, Faculty of Access and Continuing Education    |
| 1 academic advisor                                                  | 08-01-2016 to 07-31-2018 | Rhonda Colwell, Academic Advisor                           |
| 1 staff member, approved by Senate                                  | 08-01-2016 to 07-31-2018 | Simon Xi, UFV International                                |
| 2 undergraduate students, approved by Senate                        | 08-01-2016 to 07-31-2017 | Jared De Bruin, BA, History (Senator)                      |
|                                                                     | 08-01-2016 to 07-31-2018 | Arashpreet Tamber, BSc                                     |
| Director, Teaching and Learning                                     | On-going                 | Maureen Wideman                                            |
| University Librarian (or designated librarian) (ex officio)         | On-going                 | Heather Compeau (designate)                                |
| <b>Ex-Officio Non-Voting Member</b>                                 |                          |                                                            |
| Provost & Vice-President, Academic (or designate)                   | On-going                 | Peter Geller (designate to July 31, 2018)                  |
| AVP, Engagement & Graduate Studies (or designate)                   | On-going                 | Kirsten Robertson (designate)                              |
| Executive Director, International Education                         | On-going                 | David McGuire                                              |
| Senior Advisor on Indigenous Affairs                                | On-going                 | Shirley Hardman                                            |
| Manager, Enrolment Planning                                         | On-going                 | Donna Alary                                                |
| AVP, Institutional Research and Integrated Planning                 | On-going                 | Vladimir Dvoracek                                          |
| Coordinator, Program Development and Quality Assurance              | On-going                 | Bruce Kirkley                                              |
| <b>Administrative Support</b>                                       |                          |                                                            |
| University Secretariat                                              |                          | Amanda Grimson                                             |

**CURRENT MEMBERSHIP: 25 members - 18 voting members and 7 non-voting members**

**Quorum: Fifty percent (50%) of voting membership** (not including vacancies)

Current as of September 16, 2016

**Memo for New Course**

To: CWConsult; UEC; Dr. Jacqueline Nolte

From: Dr. Michelle Rhodes, chair General Studies Program Committee

Date: 10 May 2016

**Subject: Proposal for new course PORT 398 – Portfolio I**

1. Rationale for new course:

*PORT 398 has been developed primarily to support revisions to the Bachelor of General Studies, although the course is open to students outside the BGS as well. Because the BGS program has not allowed for direct-entry in the past (and will not do so before Fall 2017), BGS students come into the program later in their studies, after having completed a minimum of 30 credits. Most come in later, after 60 or more credits, and many after 90 credits, and the majority if not all of these previously completed credits are lower-level. Thus, unlike the new Arts portfolio courses, the BGS portfolio course needed to be established starting in the 3<sup>rd</sup> year and for greater credit weighting (3 credits) rather than spread in smaller increments (e.g. ARTS 101, 201, 301, and 401) over multiple years of study.*

2. How this new course fits into program(s):

*As part of the BGS revisions, which have also included changes to core requirements and the introduction of customized learning plan requirements, students will complete 6 credits of portfolio and transition planning work through PORT 398 and PORT 399. These changes have already been approved by UEC and Senate, although specific course names and numbers were not attached to the portfolio requirement.*

*These portfolio courses are an essential piece in ensuring that students in the BGS program are assessed on their ability to demonstrate having met core competencies required by the degree. BGS students more than most students also have a need for a portfolio course that requires them to reflect back on previous learning, because BGS students do not follow set programs.*

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

*The learning outcomes for PORT 398 explicitly require a student to demonstrate progress in meeting program outcomes, and this is reflected in the recommended course content structure. One of the program's learning outcomes is to demonstrate abilities to set out learning goals and plan accordingly. PORT 398 is an essential piece to reflecting on this process.*

*The learning outcomes for the Bachelor of General Studies are included at the end of this memo. PORT 398 explicitly meets BGS LO #8 and LO #15.*

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

*Thus far, it is not required elsewhere. The goal was to create a course that could be used by programs other than the BGS (hence the PORT designation), and the course learning outcomes are inclusive, e.g. "demonstrates transferable skills and program learning outcomes" (LO #4) does not specify the BGS program specifically. The course content could be adapted for learners in programs other than the BGS, and many of the core competencies are common to other programs (e.g. scientific literacy, communications, etc.).*

5. Which program areas have been consulted about the course?

*As part of the BGS consultation process, the portfolio requirement was part of the discussion, but the specific course has not gone out for further consultation. A request was made for Adult Ed that their portfolio course be considered as an option in the BGS program, and this has been incorporated into the pre-requisite options for the follow up course, PORT 399.*

6. If a new discipline designation is required, explain why:

*The Bachelor of General Studies is disciplinarily secular. It is not an Arts program (although it is under the Dean of Arts' umbrella for budgeting and oversight). It was seen by the General Studies Program Committee (which is a cross-institutional curriculum committee) as important to develop a neutral designation (PORT) for the portfolio courses, one which then opens up the courses and designation to other programs to use as well.*

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

*PORT 398 is not a content-driven course in the way that most other courses are, and students coming into the program will be quite diverse. Thus, the students themselves will have varying degrees of exposure to or integration of Indigenized curriculum. One of the BGS core competencies (part of its learning outcomes) includes Intercultural Engagement, and students may provide portfolio evidence of having met this requirement through Indigenized curriculum or through other forms of engagement with Indigenous communities.*

8. If this course is not eligible for PLAR, explain why:

*PORT 398 is asking that a student demonstrate their progress towards program learning outcomes, and that they also reflect on their program of study. These are specific to the university education process and cannot be PLAR-reviewed.*

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

a. Credit value

*PORT 398 and PORT 399 are both part of the BGS revisions that have already been costed and approved. Costs were shifted within the program to allow for new portfolio requirements. Indeed, these courses represent a reduction in costs because the original plan (that approved by UEC) was for 8 credits of portfolio courses. The GSPC approved a reduction to 6 credits.*

b. Class size limit

*No impact. New course.*

c. Frequency of offering

*No impact. New course.*

d. Resources required (labs, equipment)

*PORT 398 and PORT 399 will utilize software already purchased for the institution through the Teaching and Learning Centre.*

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

*N/A*

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

*Minimal, if any. Students may be required to utilize a textbook (~\$70), but the course is otherwise completed largely in hybrid format using already free on-line materials.*

Upon completion of the Bachelor of General Studies degree, graduates will be able to:

1. Apply approaches informed by a variety of disciplines drawn from the Liberal Arts and Professional and Applied Programs. (Breadth of knowledge)
2. Meaningfully contribute to debate using their knowledge of global cultures and history, social relations, sustainability, and the scientific and natural worlds. (Breadth of knowledge)
3. Integrate information resources in a variety of project types. (Information Competency)
4. Scrutinize real-world problems using the evidence, abstract theories, and approaches of multiple disciplines, beginning with the formulation of research questions through to the development of solutions and the evaluation of the research process. (Problem Solving)
5. Investigate complex questions in light of western and non-western perspectives. (Diversity of Perspectives)
6. Utilize evidence generated through both quantitative and qualitative processes. (Types of Evidence)
7. Recognize limits to their knowledge and abilities. (Limits to Knowledge)
8. Identify strategies for addressing gaps in their knowledge. (Limits to Knowledge)
9. Reflect on the reality of uncertainty, and identify ways in which they learn from trial-and-error in the development of new knowledge. (Uncertainty, Failure, and Growth)
10. Show initiative, creativity, and pro-activeness in project development and management. (Initiative and Creativity)
11. Collaborate effectively with peers and in team-building processes. (Collaboration)
12. Identify one's attributes as a contributor and a leader within organizations. (Leadership)
13. Communicate effectively in oral and written formats, for different types of audiences. (Effective Communications)
14. Competently and ethically utilize digital media and technology for educational and professional use. (Digital Literacy)
15. Build connections between work, life, and classroom learning, and reflect on how program plans and experiences build towards life goals. (Integration of Knowledge and Practice)
16. Reflect on the ethical implications of their actions in educational and professional contexts, and recognize how cultural differences professional practices. (Ethics)
17. Engage in knowledge and skills sharing with communities to build longer-term capacity. (Community Engagement)



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2022  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PORT 398                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Portfolio I                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty:</b> College of Arts                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> General Studies Curriculum Committee                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Development of a reflective e-portfolio and related tools that build from work completed within academic and professional settings. Self-assessment of one's progress towards meeting program learning outcomes and personal learning goals.                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                      |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Dr. Michelle Rhodes                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |

**Learning Outcomes**

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

1. Develop and refine an individual plan for program of study and, when relevant, professional development;
2. Align one's learning goals with that of their program of study;
3. Identify areas of development in current learning in order to address learning needs;
4. Integrate evidence from previous study, volunteer and professional experiences, and other potential sources that demonstrates transferable skills and program outcomes;
5. Utilize e-portfolio software and methodologies to organize information and evidence for the purpose of assessment;
6. Demonstrate application of e-portfolio software and methodologies to organize information and evidence for future learning activities;
7. Provide written reflection that demonstrates critical self-assessment of one's learning strengths and weaknesses.

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

Yes     No, PLAR cannot be awarded for this course because it requires reflection on past academic performance

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

Workshops, seminar discussion, and portfolio development

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher     | Year |
|----------------------------|--------------------------------------|-------------------------------------|---------------|------|
| 1. Robins                  | Guide to Portfolios                  | <input checked="" type="checkbox"/> | Prentice-Hall | 2009 |
| 2.                         |                                      | <input type="checkbox"/>            |               |      |
| 3.                         |                                      | <input type="checkbox"/>            |               |      |
| 4.                         |                                      | <input type="checkbox"/>            |               |      |
| 5.                         |                                      | <input type="checkbox"/>            |               |      |

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

Internet access.

**Typical Evaluation Methods and Weighting**

|                |   |                             |      |                   |   |            |      |
|----------------|---|-----------------------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments:<br>(see below) | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:                   | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:                      | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

Customized Learning Plan (CLP): 15%  
 Identity Map (IM): 15%  
 Reflection Essays: 20%  
 Final Portfolio: 40%  
 Workshop Exercises and Participation: 10%

**Typical Course Content and Topics**

Week 1: Introduction to course and requirements; expectations of course and of portfolio; program-level learning outcomes  
 Week 2: Identity Mapping and Reflection  
 Week 3: Tools for engaging in reflection and self-assessment;  
 Week 4: Conducting research on careers and further study  
 Week 5: Self-assessment of learning goals, learning achievements, and areas to be developed; learning plan development and goal identification  
 Week 6: Designing an e-portfolio; Workshop on learning plans (online)  
 Week 7: Designing an e-portfolio; Project workshop on Institutional Learning Outcomes  
 Week 8: Learning Outcome Project Workshop: Effective Communications  
 Week 9: Learning Outcome Project Workshop: Intercultural Engagement  
 Week 10: Learning Outcome Project Workshop: Scientific Literacy and Numeracy  
 Week 11: Learning Outcome Project Workshop (online): Digital Competency  
 Week 12: Professional Experience Reflection and Assessment workshop  
 Week 13: Final portfolio presentations and peer assessment exercises (online)

**Memo for New Course**

To: CWConsult; UEC; Dr. Jacqueline Nolte

From: Dr. Michelle Rhodes, chair General Studies Program Committee

Date: 9 May 2016

**Subject: Proposal for new course PORT 399 – Portfolio II**

1. Rationale for new course:

*PORT 399 has been developed primarily to support revisions to the Bachelor of General Studies, although the course is open to students outside the BGS as well. PORT 399 follows from PORT 398, and is designed to prepare the student to utilize their portfolio for professional engagement. This course integrates more consideration of career transition strategies as a result. PORT 399 also serves as a summative assessment of how the student has met program learning outcomes.*

2. How this new course fits into program(s):

*See memo for PORT 398. Changes to the BGS program, including the inclusion of portfolio courses, have already been approved by UEC and Senate, although specific course names and numbers were not attached to the portfolio requirement.*

*BGS students more than most students also have a need for a portfolio course that requires them to reflect back on previous learning, because BGS students do not follow set programs. This also means they have diverse career goals, and have a greater challenge in articulating how a BGS program is of value to employers. (It does not have the name recognition of other major programs.)*

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

*PORT 399 requires a summative assessment of how students have met program-level competency requirements and learning outcomes.*

*PORT 399 is designed to meet BGS LOs #13-#16. (See list of BGS Learning Outcomes at end of memo.)*

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

*Thus far, it is not required elsewhere. The goal was to create a course that could be used by programs other than the BGS (hence the PORT designation), and the course learning outcomes are inclusive.*

5. Which program areas have been consulted about the course?

*As part of the BGS consultation process, the portfolio requirement was part of the discussion, but the specific course has not gone out for further consultation. A request was made for Adult Ed that their portfolio course be considered as an option in the BGS program, and this has been incorporated into the pre-requisite options for the follow up course, PORT 399.*

6. If a new discipline designation is required, explain why:

*The Bachelor of General Studies is disciplinarily secular. It is not an Arts program (although it is under the Dean of Arts' umbrella for budgeting and oversight). It was seen by the General Studies Program Committee (which is a cross-institutional curriculum committee) as important to develop a neutral designation (PORT) for the portfolio courses, one which then opens up the courses and designation to other programs to use as well.*

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

*PORT 399 is not a content-driven course in the way that most other courses are, and students coming into the program will be quite diverse. Thus, the students themselves will have varying degrees of exposure to or integration of Indigenized curriculum. PORT 399, as part of addressing expectations in the workplace, does include a critical conversation of how gender and ethnicity inequities are experienced in the workplace. This includes a consideration of Indigeneity.*

8. If this course is not eligible for PLAR, explain why:

*PORT 399 is asking that a student demonstrate their progress towards program learning outcomes and career goals, and that they also reflect on their program of study. These are specific to the university education process and cannot be PLAR-reviewed.*

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

- a. Credit value

*PORT 398 and PORT 399 are both part of the BGS revisions that have already been costed and approved. Costs were shifted within the program to allow for new portfolio requirements. Indeed, these courses represent a reduction in costs because the original plan (that approved by UEC) was for 8 credits of portfolio courses. The GSPC approved a reduction to 6 credits.*

- b. Class size limit

*No impact. New course.*

- c. Frequency of offering

*No impact. New course.*

- d. Resources required (labs, equipment)

*PORT 398 and PORT 399 will utilize software already purchased for the institution through the Teaching and Learning Centre.*

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

*N/A*

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

*Minimal, if any. Students may be required to utilize a textbook (~\$70), but the course is otherwise completed largely in hybrid format using already free on-line materials.*

*Upon completion of the Bachelor of General Studies degree, graduates will be able to:*

1. Apply approaches informed by a variety of disciplines drawn from the Liberal Arts and Professional and Applied Programs. (Breadth of knowledge)
2. Meaningfully contribute to debate using their knowledge of global cultures and history, social relations (?), sustainability, and the scientific and natural worlds. (Breadth of knowledge)
3. **Integrate** information resources in a variety of project types. (Information Competency)
4. Scrutinize real-world problems using the evidence, abstract theories, and approaches of multiple disciplines, beginning with the formulation of research questions through to the development of solutions and the evaluation of the research process. (Problem Solving)
5. Investigate complex questions in light of western and non-western perspectives. (Diversity of Perspectives)
6. Utilize evidence generated through both quantitative and qualitative processes. (Types of Evidence)
7. Recognize limits to their knowledge and abilities. (Limits to Knowledge)
8. Identify strategies for addressing gaps in their knowledge. (Limits to Knowledge)
9. Reflect on the reality of uncertainty, and identify ways in which they learn from trial-and-error in the development of new knowledge. (Uncertainty, Failure, and Growth)
10. Show initiative, creativity, and pro-activeness in project development and management. (Initiative and Creativity)
11. Collaborate effectively with peers and in team-building processes. (Collaboration)
12. Identify one's attributes as a contributor and a leader within organizations. (Leadership)
13. Communicate effectively in oral and written formats, for different types of audiences. (Effective Communications)
14. Competently and ethically utilize digital media and technology for educational and professional use. (Digital Literacy)
15. Build connections between work, life, and classroom learning, and reflect on how program plans and experiences build towards life goals. (Integration of Knowledge and Practice)
16. **Reflect on** the ethical implications of their actions in educational and professional contexts, and recognize how cultural differences professional practices. (Ethics)
17. Engage in knowledge and skills sharing with communities to build longer-term capacity. (Community Engagement)



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2022  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PORT 399                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Portfolio II                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty:</b> College of Arts                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> General Studies Curriculum Committee                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Development of a professional e-portfolio (adapted from previous portfolio work) and related tools for future professional or academic engagement. Final assessment and reflection upon of one's summative experiences within their degree program.                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 90 university-level credits, including one of the following: PORT 398, ARTS 401, or ADED 305.                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
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| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Dr. Michelle Rhodes                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 21, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                   |  |

**Learning Outcomes**

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

1. Utilize appropriate search tools and strategies needed in career and further academic planning and transitions;
2. Identify relationships between career expectations and evidence of past learning and experiences;
3. Provide effective explanation for how specific evidence of past performance demonstrates skills, knowledge, and readiness for future professional or academic opportunities;
4. Demonstrate mastery of e-portfolio software and methodologies to present evidence of program-related and professional skills and knowledge to employers and related audiences;
5. Engage in written critical self-assessment of one's abilities and knowledge and identify areas for future learning and growth.

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

Yes     No, PLAR cannot be awarded for this course because it requires reflection on past academic performance

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

Workshops, seminar discussion, and portfolio development.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.                         | Publisher     | Year |
|----------------------------|--------------------------------------|-------------------------------------|---------------|------|
| 1. Robins                  | Guide to Portfolios                  | <input checked="" type="checkbox"/> | Prentice-Hall | 2009 |
| 2. Martucci                | Career Focus Canada                  | <input checked="" type="checkbox"/> | Pearson       | 2014 |
| 3.                         |                                      | <input type="checkbox"/>            |               |      |
| 4.                         |                                      | <input type="checkbox"/>            |               |      |
| 5.                         |                                      | <input type="checkbox"/>            |               |      |

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

Internet access

**Typical Evaluation Methods and Weighting**

|                |   |                                 |      |                   |   |            |      |
|----------------|---|---------------------------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments:<br>(details below) | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:                       | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:                          | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):**

Career Planning Exercises: 20%  
 Reflection Essays: 20%  
 Final Portfolio: 40%  
 Presentation: 10%  
 Workshop Exercises and Participation: 10%

**Typical Course Content and Topics**

Week 1: Introduction to course and requirements; differentiating between portfolio types and expectations  
 Week 2: Previous portfolio development: reflection and progress on goals  
 Week 3: Designing an e-portfolio for employment—types, purpose, dissemination; your online presence  
 Week 4: Knowing and presenting your strengths, and assessing needs  
 Week 5: Online professional presentation: ethics, expectations  
 Week 6: Workshop: Translating skills and portfolio into resumes, cover letters, and LinkedIn  
 Week 7: Recognizing and attacking gender and ethnic inequities in the workplace and graduate school  
 Week 8: Conducting summative assessment of program learning: learning outcomes and learning goals  
 Week 9: Workshop: Conducting summative assessment of program learning  
 Week 10: e-Portfolio workshop (online)  
 Week 11: Engaging with confidence in career and graduate school settings  
 Week 12: Workshop: presenting your skills to new people and employers  
 Week 13: Final portfolio presentations and peer assessment exercises (online)

**Memo for Program Changes**

To: UEC Pre-Screening

From: Michelle Rhodes, Chair, General Studies Program Committee

Date: June 21, 2016

**Subject: Program change (insert program title)**

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

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

2. Rationale for change(s):

The Bachelor of General Studies underwent major revision in 2015-2016, and the framework for these changes was approved by UEC in winter 2016. This framework outlined the new core competency requirements, and identified a new portfolio requirement. However, specific courses, as well as the course outlines for the portfolio courses, had not yet been identified/ developed.

Included within the new calendar copy is the listing of courses and programs that meet core competency requirements. Specific reference is made to the new portfolio courses (PORT 398, 399), currently under review by UEC.

The BGS is 'piggybacking' on the vetting process undertaken by the BA program committee in regards to three requirements: a second communications course, the requirement for intercultural engagement, and the second quantitative requirement. In these cases, the BGS calendar copy will refer to the BA language and course options. The General Studies Program Committee will review these options again in the next academic year (September-November) to identify other programs and courses that may meet the competencies within the BGS, but which are not used by the BA.

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

No learning outcomes were changed.

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

The core competency in Intercultural Engagement is one that will likely be met through use of FNST or IPK courses, Indigenized courses in other disciplines, or through professional or volunteer experiences that may include Indigenized learning and practice (although this is not specifically required). Because the BGS is (currently) deferring to the BA review process for specific courses, we've not yet added specific mention of FNST or IPK courses. However, we anticipate that the BGS and likely the BA will add these options in the coming year.

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

These were addressed as part of the framework discussion.

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

The degree will remain UFV's most flexible program, and this is reflected in the diversity of courses and programs that can be used to meet core competencies. We also anticipate that the portfolio will generate demand beyond its use as a requirement. Current students (who do not nor will not be required to take the portfolio) may choose to complete PORT 398 and PORT 399 because many BGS students have a large number of lower-level credits, and often meet the 120 credit threshold with insufficient upper-level credits. (The high number of lower-level credits reflects the frequent integration of diplomas and certificates.)

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

No.

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

No new resources needed based on these calendar changes.

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

Addressed through the review of the changes to the BGS, previously.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

These were addressed as part of the review of the BGS framework in winter 2016.

## GENERAL STUDIES

[ufv.ca/General-Studies](http://ufv.ca/General-Studies)

## Bachelor of General Studies degree (Winter 2017)

Note: After undergoing extensive review, the decision has been made to revise the requirements for the Bachelor of General Studies. These changes will take effect September 2017. Please see the [Notice of changes for Fall 2017 Bachelor of General Studies Fall 2017 section below page](#) for details.

~~In the Bachelor of General Studies, you can create a~~ is a flexible, interdisciplinary degree program ~~that can be~~ customized to suit your different educational and career goals. As part of the program, you develop and demonstrate core competencies highly desired in the workforce (e.g. effective communications, use of data, etc.). You can then choose to specialize by working with the BGS Advisor and faculty to plan coursework in a particular topic area (thematic option) or discipline (minor). Students can focus studies on one or two areas, or you may choose to complete courses from many areas, without a specialization. While there are some courses that provide the framework for the degree, the program provides an opportunity for students to design their own education.

~~You can enter the~~ BGS program directly (i.e. with no previous university experience), or after having completed credits or accepts credits from certificates, diplomas, and associate degrees at UFV or from other accredited community colleges and universities. The program allows ~~students you~~ to build on their use these previous credentials and credits or to (upon review) meet core competencies and use these credentials to accumulate credits toward the degree.

~~All Bachelor of General Studies students are expected to gain a broad general educational background and are required to complete course work selected from a variety of disciplines (breadth requirements). In addition to satisfying the breadth requirements, students select elective courses that lead to a General Option, a Thematic Option, or one or more minors.~~

## Can I Use My Professional Experience Towards the BGS?

Potentially, yes! The Prior Learning Assessment and Recognition (PLAR) process allows students the opportunity to have non-traditional learning and work experience assessed for credit. PLAR may also be used to assess whether core competencies have been met. Please contact the BGS Advisor for more information.

## Can I Use My Prior Education in the BGS?

In most cases, yes! Students can integrate prior university learning (including professional programs and technology studies) within the BGS degree. University-level courses or credentials in other programs or at other institutions may meet demonstrate some of the core competencies required (see “BGS Program Requirements” below). All students must meet the **residency requirements** (see below). Students who have completed another degree and are wanting to complete a subsequent degree should refer to the subsequent degree policy (see below under “Additional Policies and Practices”). In order to assess how you can use prior academic learning as part of their degree plan, schedule an appointment with the BGS Advisor.

## Residency for students entering in ~~Fall 2016~~, Winter 2017, or Summer 2017

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:

- Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.
- Of the BGS upper-level total of 45 credits, 15 upper-level credits must be completed at UFV (see Note).
- For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

[Residency requirements for students entering in Fall 2017 can be found here\[MJ1\].](#)

## Entrance requirements for students entering in ~~Fall 2016, Winter 2017,~~ or Summer 2017

Applicants must have successfully completed 30 post-secondary credits of which nine must be university level and must include three credits of English composition or writing. A 2.0 GPA is required for entry into the degree program.

Post-secondary refers to credits that are transcribed by UFV as 100-level or higher. University level refers to credits that are transferable to one of the public universities in Canada.

Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

[Entrance requirements and options, including direct entry, for students entering in Fall 2017 can be found here\[MJ2\].](#)

## When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [Specific intake application process](#).

## How to apply

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer credit](#) section for details.
- 2. You will be advised of an admission decision and, if accepted, will be provided with registration information.
- 3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

## Basis for admission decision

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

### ~~Declaration of general, minors, or thematic option~~

~~Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a thematic option as soon as they can.~~

~~Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.~~ [MJ3]

## Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supplies costs ~~approximately \$100-vary according to per~~ course ~~subject matter and mode of delivery.~~

## Courses ~~at from~~ other institutions

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission ~~in advance from an Academic Advisor.~~ A letter of permission

request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student.

Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 90, ~~and not more than 30 transfer credits may count toward upper-level requirements.~~ A minimum of 30 credits must be completed with UFV. A minimum of 15 upper level credits must be completed at UFV. For students entering the program in Fall 2017, a minimum of 24 upper-level credits will need to be completed at UFV. Within these limits, transfer credit may be applied to the BGS with courses passed with a grade of P or higher. A P grade may not be sufficient for prerequisite purposes. Transfer credit is not used in the calculation of the institutional cumulative grade point average but will be used to calculate grade point average for ~~program-degree~~ graduation purposes.

## ~~Graduation~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the BGS Academic Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the BGS Academic Advisor and Senate.~~

~~Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.~~

## ~~Course duplication~~

~~Duplication refers to taking a course more than once.~~

~~Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all~~

~~attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).~~

~~A "W" or an "AU" in a course is not counted as 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.~~

## ~~Standing required for continuance~~

~~All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.~~

## ~~Undergraduate continuance~~

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

~~The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.~~

~~After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.~~

### ~~Required to withdraw~~

~~Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper-level courses.~~

### ~~Re-admission~~

~~A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS Academic Advisor if he/she wishes to resume studies in the degree program.~~

~~Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.~~

### ~~Standing on re-admission~~

~~If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.~~

### **Subsequent degree**

Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly different and that the student has met the program degree requirements. No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.

## Bachelor of General Studies requirements **for** students entering in Winter 2017 or Summer 2017

There are three sets of requirements for the BGS.

1. Program-Degree requirements
2. Breadth requirements
3. Electives for the General option, minor(s), or Thematic option

Note: ~~After undergoing extensive review, the decision has been made to revise Beginning in September 2017,~~ the requirements for the Bachelor of General Studies will have changed. ~~These changes are outlined on the Bachelor of General Studies Fall 2017 [MJS] page. These changes will take effect September 2017.~~ Please see the Notice of changes for Fall 2017 section below for details.

## Degree requirements for students entering in Winter 2017 or Summer 2017

To receive a Bachelor of General Studies degree students must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher
- 33 general breadth requirements
- 45 upper-level credits
- CGPA of 2.0 in the BGS degree
- CGPA in courses for minor(s) (unless otherwise stated)
- GPA of 2.0 in all upper-level credits
- The 120 credits must incorporate the breadth requirements as well as include appropriate electives.

### Breadth requirements

Graduates are expected to have:

- Effective written and oral communication skills
- Effective team and interpersonal skills
- Ability to think critically, problem solve, and apply mathematical and scientific reasoning
- An understanding of the scientific and natural world and the ability to use technology
- A sense of social responsibility and citizenship and an understanding of the global context in which we live and work
- An appreciation of the aesthetic and cultural world

These breadth requirements can be satisfied by successfully completing at least 33 credits in six or more subject areas from the categories listed below.

**Effective communication skills (3 credits)**

- ENGL 105, CMNS 125, CMNS 155, CMNS 251, ENGL 210

**Effective team and interpersonal skills (6 credits)**

- Adult Education, Business, Child and Youth Care, Criminology, Health Science, Kinesiology, Social Services, Human Services, Social Work

**Critical thinking, problem solving, mathematical and scientific reasoning (6 credits)**

- Mathematics and Statistics, Philosophy, Psychology

**Scientific and natural world, ability to use technology (6 credits)**

- Agriculture, Applied Business Technology, Biology, Chemistry, Computer Information Systems, Computing, Geography, Library Technology, Physics

**Social responsibility and citizenship (6 credits)**

- Anthropology, Economics, History, Latin American Studies, Media and Communication Studies, Political Science, Sociology

**Appreciation for the aesthetic and cultural world (6 credits)**

- Art History, English Literature, Film Studies, Literature in Translation, Modern Languages, Theatre, Visual Arts, Art History, Film Studies

**Degree Pathways: Thematic Options, Thematic Option (Professional Pilot Training), Minors, Cooperative Education, and General Option**

All of the options must include courses to obtain at least 120 credits of which at least 45 must be upper level credits completed with at minimum 2.0 grade point average. Beginning in Fall 2017, students must declare which option they plan to pursue by 60 credits or, for transfer students with more than 60 credits, at time of entry.

**Thematic option**

The purpose of the Thematic option is to enable students to create a meaningful education plan that encourages the crossing of disciplinary boundaries to combine learning in an area where major or minors are not offered. The programs are individualized and allow students to pursue specific learning goals.

The Thematic option allows students to create an individualized program of study from a variety of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies, international development, language and culture, advertising and social communication, or Middle Eastern studies.

Students selecting this option must submit a Thematic Option proposal. The plan must include courses that satisfy the general degree requirements and show how the courses support the theme. The requirements and details are located on the BGS website.

The Thematic option allows students to create a customized program of study in an area for which UFV does not offer a major. A student can develop a thematic option from a variety of disciplines that form a common theme, such as administrative studies, explorations of

aging, childhood studies, agroecology, advertising and social communication, or Middle Eastern studies.

Please see Bachelor of General Studies website for more information on building your Thematic Option or on selecting from an existing Thematic Option.

Students selecting a Thematic Option must identify this within their Customized Learning Plan (CLP) and submit this by 60 credits or time of entry. Students choosing to complete a Thematic Option after the CLP can submit a separate proposal but should do so before 90 credits in order to ensure that sufficient time is available to complete requirements. The plan must include courses that satisfy the general degree requirements and show how the selected courses support the theme. The requirements and details are located on the BGS website.

## Thematic option – Aviation

### Professional Pilot Training (Fixed Wing)

The BGS offers a departmentally approved Thematic option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licenses and one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BGS requirements and Aviation courses students obtain a Thematic option: Professional Pilot Training – Fixed Wing. Students can select courses to complete one or more minors or select courses for interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to the **Aviation** section of the UFV calendar and to the **Coastal Pacific Aviation website** for further details about admission requirements and application processes.

## Minors

Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar).

Students can choose from any existing minors in Arts, Science, or Professional Studies.

### General option

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance ~~the intended~~ a career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is ~~built~~ developed according to the intended learning goals of the individual.

### Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of General Studies degree program. See the **Co-operative Education** section for more details.

### Declaration of general, minors, or thematic option

Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a thematic option as soon as ~~they can~~ possible.

Students entering the degree program in Fall 2017 or later will be required to make this declaration by 60 credits, or upon entry to degree program, whichever is later. Students may request to declare a minor or Thematic Option after 60 credits on a case-by-case

basis. Students who do not meet the requirements of their planned minor or Thematic Option may be able to graduate with a BGS, general option.

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

## Notice of changes for Fall 2017

After undergoing extensive review, the decision has been made to revise the requirements for the Bachelor of General Studies. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. ~~Course lists for these changes are in development and, therefore, TBD.~~ These changes will take effect September 2017. These changes are outlined on the Bachelor of General Studies Fall 2017 [M16] page. Please note:

- Students applying for Fall 2017 will be applying to enter the revised BGS.
- Entrance requirements will change to allow for direct entry into the degree program (for students who have completed 0-30 university-level credits).
- Students enrolled in the BGS prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a UFV Academic Advisor.

## Graduation

It is the student's responsibility to ensure all degree program -requirements are met. This should be done by regular consultation with the BGS Academic Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the BGS Academic Advisor and Senate.

Students must apply for graduation by completing the Graduation Request form available at ufv.ca/admissions, or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June

Convocation ceremony is April 1st of each year, with all program degree requirements completed by April 30th of each year.

## Course duplication

Duplication refers to taking a course more than once.

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's **Course Repeat policy (86)**.

A "W" or an "AU" in a course is not counted as 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.

## Standing required for continuance

All students accepted into the BGS degree program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

## Undergraduate continuance

Academic standing will be governed by UFV's **Undergraduate Continuance policy (92)**. Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic

suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

### Required to withdraw

Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper-level courses.

### Re-admission

A student who is required to withdraw from the BGS degree program must submit an appeal for re-admission to the BGS Academic Advisor if he/she wishes to resume studies in the degree program.

Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

### Standing on re-admission

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above. [M17]

GENERAL STUDIES

[ufv.ca/General-Studies](http://ufv.ca/General-Studies)

## Bachelor of General Studies degree (as of Fall 2017)

Note: After undergoing extensive review, the decision has been made to revise the requirements for the Bachelor of General Studies. ~~These changes. Those changes will take taking~~ effect as of September 2017 are included below.

Students entering the Bachelor of General Studies in Fall 2017 will follow the new degree requirements. Students who are in the degree program prior to this time will have the option to continue with the existing BGS requirements, or they may opt to follow the new requirements. Students should make an appointment with the Advising Centre should they have questions.

Please see the **Notice of changes for Fall 2017** section below for details. For current requirements for the Bachelor of General Studies, please see the Bachelor of General Studies (Winter 2017) page.

In ~~t~~he Bachelor of General Studies, ~~you can create a~~ ~~is~~ a flexible, interdisciplinary degree program ~~that can be~~ customized to suit your different educational and career goals. As part of the degree program, you develop and demonstrate core competencies highly desired in the workforce (e.g. effective communications, use of data, etc.). You can then choose to specialize by working with the BGS Advisor and faculty to plan coursework in a particular topic area (thematic option) or discipline (minor). ~~Students can focus studies on one or two areas, or you may choose to~~ complete courses from many areas, without a specialization. ~~While there are some courses that provide the framework for the degree, the program provides an opportunity for students to design their own education.~~

You can enter ~~t~~he BGS degree program directly (i.e. with no previous university experience), ~~or after having completed credits or accepts credits from~~ certificates, diplomas, and associate degrees at UFV or ~~from other~~ accredited community colleges and

universities. The ~~degree program~~ allows ~~students you~~ to ~~build on their use these previous~~ credentials ~~and credits~~ or to ~~(upon review) meet core competencies and use these~~ ~~credentials~~ to accumulate credits toward the degree.

~~All Bachelor of General Studies students are expected to gain a broad general educational background and are required to complete course work selected from a variety of disciplines (breadth requirements). In addition to satisfying the breadth requirements, students select elective courses that lead to a General Option, a Thematic Option, or one or more minors.~~

## Can I Use My Professional Experience Towards the BGS?

Potentially, yes! The Prior Learning Assessment and Recognition (PLAR) process allows students the opportunity to have non-traditional learning and work experience assessed for credit. PLAR may also be used to assess whether core competencies have been met. Please contact the BGS Advisor for more information.

## Can I Use My Prior Education in the BGS?

In most cases, yes! Students can integrate prior university learning (including professional programs and technology studies) within the BGS degree. University-level courses or credentials in other programs or at other institutions may meet demonstrate some of the core competencies required (see “BGS Degree Requirements” below). All students must meet the **residency requirements** (see below). Students who have completed another degree and are wanting to complete a subsequent degree should refer to the subsequent degree policy (see below under “Additional Policies and Practices”). In order to assess how you can use prior academic learning as part of their degree plan, schedule an appointment with the BGS Advisor.

## Residency requirements for students entering in Fall 2017

Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:

- Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.
- Of the BGS upper-level total of 45 credits, 24 upper-level credits must be completed at UFV (see Note).
- For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.

Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits.

## Entrance requirements for students entering in Fall 2017

### Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.
2. A minimum of a C+ in English 12 or equivalent (including English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional **Approved Grade 12 courses**.

### Out-of-province applicants

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

### Out-of-country applicants

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for [ENGL 105](#) or [CMNS 155](#), and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 subjects will be admissible.

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

### Aviation applicants

Students who plan to complete a Bachelor of General Studies with a Thematic Option in Professional Pilot Training will need to apply to the Aviation program separately. They should apply to the Aviation program at the same time as applying for the BGS. Please refer to the Aviation section of the UFV calendar and to the Coastal Pacific Aviation website for further details about admission requirements and application processes.

## Option 2: University and college students (for students with some post-secondary education)

One of the following is required:

- A minimum of 30 post-secondary credits with a CGPA of 2.0 or higher. These 30 credits must include a minimum of nine university-level credits, and a minimum of three credits of English composition or other writing courses, equivalent to ENGL 105, CMNS 125, or CMNS 155.
- A minimum of 9 post-secondary credits with a CGPA of 3.0 or higher.
- Successful completion of a UFV diploma (e.g. General Studies Diploma, Liberal Arts, Diploma, etc.) or BC Associate Degree in Arts or Science with a CGPA of 2.0 or higher.
- Completion of a post-secondary career or technical diploma (minimum of two years postsecondary credit) from a recognized Canadian or International post-secondary institution.
- Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for

admission, and have a CGPA of at least 2.0 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

Any student who is applying to enter the degree program with 60 or more credits will also need to submit a Customized Learning Plan (CLP) as part of their application. CLPs will not be used as a basis for admission.

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

### Option 3: Non-traditional student entrance

A limited number of seats will be available for students who are starting or returning to university after five or more years in the work force. Applicants must have B.C. secondary school graduation or equivalent; must meet the requirements for ENGL 105; and must submit a written statement of interest with their application. Students granted entrance under this application category are required to meet with the BGS Academic Advisor prior to application.

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

### When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see Specific intake application process.

### How to apply

1. Apply online at ufv.ca/admissions/admissions/apply.

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

- o Official transcripts (or interim transcripts) from all post-secondary institutions attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information.
3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

## Basis for admission decision

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

### ~~Declaration of general, minors, or thematic option~~

~~Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a thematic option as soon as they can.~~

~~Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.~~ [MJ1]

## Fees and additional costs

See the [Fees and Other Costs](#) section. Books and additional supplies ~~costs vary according to course subject matter and mode of delivery, cost approximately \$100 per course.~~

## Courses ~~at~~ from other institutions

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission ~~in advance from an Academic Advisor~~. A letter of permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student.

Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 90. ~~A minimum of 30 credits must be completed with UFV. ,and not more than 30 transfer credits may count toward upper-level requirements.~~ A minimum of ~~45-24~~ upper level credits must be completed at UFV. Within these limits, transfer credit may be applied to the BGS with courses passed with a grade of P or higher. A P grade may not be sufficient for prerequisite purposes. Transfer credit is not used in the calculation of the institutional cumulative grade point average but will be used to calculate grade point average for ~~degree program~~-graduation purposes.

### ~~Residency for students entering in Fall 2017~~

~~Students can complete academic course work at another post-secondary institution and transfer this credit to UFV to satisfy BGS degree requirements, under the following restrictions:~~

- ~~• Of the BGS overall total of 120 credits, 30 credits must be completed at UFV.~~
- ~~• Of the BGS upper-level total of 45 credits, 24 upper-level credits must be completed at UFV (see Note).~~
- ~~• For a minor program, at least 50 percent of the required upper-level credits in the specific discipline must be completed at UFV.~~

~~Provided those requirements are met, up to 50% of credits required for the degree may be met through recognition of non-formal credit through the PLAR process (including course challenges). Total transfer credit and prior learning credit must not exceed 90 credits. [MJ2]~~

### ~~Graduation~~

~~It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the BGS Academic Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the BGS Academic Advisor and Senate.~~

~~Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in~~

~~the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.~~

## ~~Course duplication~~

~~Duplication refers to taking a course more than once.~~

~~Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).~~

~~A "W" or an "AU" in a course is not counted as 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.~~

## ~~Standing required for continuance~~

~~All students accepted into the BGS program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.~~

## ~~Undergraduate continuance~~

~~Academic standing will be governed by UFV's Undergraduate Continuance policy (92). Students enrolled in undergraduate courses (courses numbered 100 or above) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic~~

~~suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits.~~

~~The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.~~

~~After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.~~

### ~~Required to withdraw~~

~~Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper level courses.~~

### ~~Re-admission~~

~~A student who is required to withdraw from the BGS program must submit an appeal for re-admission to the BGS Academic Advisor if he/she wishes to resume studies in the degree program.~~

~~Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.~~

### ~~Standing on re-admission~~

~~If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above. (M2)~~

## Subsequent degree

Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly different and that the student has met the program requirements. No more than 75% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV. Refer to the subsequent degree policy for further details.

## Notice of changes for Fall 2017

~~After undergoing extensive review, the decision has been made to revise the requirements for Beginning in September 2017, the new requirements for the Bachelor of General Studies will take effect. Changes include a shift in the core requirements for the degree and the addition of an ePortfolio. Course lists for these changes are in development and, therefore, TBD. These changes will take effect September 2017.~~ Please note:

- Students applying for Fall 2017 will be applying to enter the revised BGS.
- Entrance requirements will change to allow for direct entry into the program (for students who have completed 0-30 university-level credits).
- Students enrolled in the BGS prior to Fall 2017 are not affected by the changes.

Should you have any questions, please contact a [UFV Academic Advisor](#).

## [Bachelor of General Studies requirements for students entering in Fall 2017](#)

[There are four sets of requirements for the BGS.](#)

1. Completion of the Customized Learning Plan
2. Degree, Breadth, and Portfolio Requirements
3. Core Competencies Requirements
4. Electives for the General option, minor(s), or Thematic option

## Customized Learning Plans (CLPs)

BGS students are required to submit a Customized Learning Plan (CLP) as part of their degree planning and in meeting their degree requirements. The CLP requires the student to identify the following:

- Learning and professional goals;
- Previous coursework;
- Explanation of how student's proposed program will be used to meet their learning and professional goals;
- Identification (if any) of any Thematic Option or Minor option that the student plans to complete as part of their degree;
- If proposing a Thematic Option, a list of planned coursework and a timeline for completion is also to be included.

Students will develop their CLP using on-line BGS supports and in consultation with the BGS Advisor. Students will need to submit their CLPs before they have completed 60 university-level credits, including PLAR. A hold may be placed on registration until the CLP is submitted.

Students who are applying to enter the BGS after having already completed 60 or more university-level credits will need to submit their CLPs with their application. CLPs will not be used as a basis for admission, but are required to ensure the student can likely complete any planned coursework in time.

For more information, deadlines, and to obtain CLP forms, please refer to the [Bachelor of General Studies website](#)[MJ4].

## Degree, breadth, and portfolio requirements

To receive a Bachelor of General Studies degree students must complete a minimum:

- 120 credits with a cumulative grade point average (CGPA) of 2.0 or higher, of which 30 must be completed at UFV;
- 45 upper-level credits, of which 24 are completed at UFV;
- CGPA of 2.0 in the BGS degree;
- CGPA in courses for minor(s), as specified by minor program;
- CGPA of 2.0 in all upper-level credits;
- The 120 credits must incorporate the breadth requirement.

In addition, students must complete the following two requirements:

- **Breadth Requirement:** Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).
- **E-Portfolio Requirement:** Completion of PORT 398 and PORT 399.

### Core Competencies Requirements

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #1: <u>Effective Communications</u>                 | <ul style="list-style-type: none"> <li>• <u>One of: ENGL 105 or CMNS 155</u></li> <li>• <b><u>One of:</u></b> <ul style="list-style-type: none"> <li>○ <u>Additional course in communications (written, visual, or oral) from eligible courses <a href="#">list[MJ5]</a>.</u></li> <li>○ <u>Completion of one of the following programs:</u> <ul style="list-style-type: none"> <li>▪ <u>Aboriginal Culture and Support Diploma</u></li> <li>▪ <u>Paralegal Certificate*</u></li> <li>▪ <u>Paralegal Diploma*</u></li> <li>▪ <u>Records Management Certificate*</u></li> </ul> </li> </ul> </li> </ul> |
| #2: <u>Use and Interpretation of Numerical Data</u> | <ul style="list-style-type: none"> <li>• <u>One of: STAT 104, STAT 106, or PSYC 110</u></li> <li>• <b><u>Plus one of:</u></b> <ul style="list-style-type: none"> <li>• <u>Additional course in quantitative literacy from <a href="#">eligible courses list[MJ6]</a></u></li> <li>• <b><u>Or completion of one of the following credentials:</u></b> <ul style="list-style-type: none"> <li>○ <u>Architectural Drafting Certificate</u></li> <li>○ <u>Automation and Robotics and Technician Diploma</u></li> </ul> </li> </ul> </li> </ul>                                                            |

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|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>○ <u>Bookkeeping for Small Business Certificate*</u></li> <li>○ <u>Carpentry Certificate</u></li> <li>○ <u>Construction Electrician Certificate</u></li> <li>○ <u>Electronics Core</u> <ul style="list-style-type: none"> <li>▪ <u>Hospitality and Event Management Certificate</u></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>#3: Scientific Literacy</b></p> | <p><b>One of:</b></p> <ul style="list-style-type: none"> <li>● <u>Course in Laboratory or Field-Based Science, chosen from one of:</u> <ul style="list-style-type: none"> <li>● <u>AGRI 123, 124, 129, or 163</u></li> <li>● <u>ASTR 103 or 104</u></li> <li>● <u>BIO, 100-level or higher</u></li> <li>● <u>CHEM, 100-level or higher</u></li> <li>● <u>GEOG 103 or 116</u></li> <li>● <u>HSC 111</u></li> <li>● <u>KPE 163 or 170</u></li> <li>● <u>PHYS 100-level or higher</u></li> <li>● <u>PSYC 202</u></li> </ul> </li> <li>● <u>Or through completion of one of the following credentials:</u> <ul style="list-style-type: none"> <li>● <u>Automation and Robotics and Technician Diploma</u></li> <li>● <u>Construction Electrician Certificate</u></li> <li>● <u>Electronics Core</u></li> <li>● <u>Practical Nursing Diploma</u></li> </ul> </li> </ul> <p><i>Note: Teacher education programs will have more specific lab science requirements. Students planning on continue on into Teacher Education programs should check with those programs admissions requirements</i></p> |
| <p><b>#4: Digital Competency</b></p>  | <p><b>One of:</b></p> <ul style="list-style-type: none"> <li>● <u>BUS 160</u></li> <li>● <u>CIS 100 or higher</u></li> <li>● <u>COMP 120 or higher</u></li> <li>● <u>CMNS 251, 375, or 376</u></li> <li>● <u>ENGR 151</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• <u>All GD courses, except GD 102</u></li> <li>• <u>GEOG 253</u></li> <li>• <u>VA 160, VA 180, VA 271 or 365</u></li> </ul> <p style="text-align: center;"><u>Or through completion of one of the following credentials:</u></p> <ul style="list-style-type: none"> <li>• <u>Applied Business Technology Certificate</u></li> <li>• <u>Architectural Drafting Diploma</u></li> <li>• <u>Automation and Robotics Technician Diploma</u></li> <li>• <u>Bookkeeping for Small Business Certificate*</u></li> <li>• <u>Computer Assisted Drafting Certificate</u></li> <li>• <u>Electronics Core</u></li> <li>• <u>Legal Administrative Assistant Certificate*</u></li> <li>• <u>Library and Information Technology diploma</u></li> <li>• <u>Medical Office Assistant Certificate*</u></li> <li>• <u>Paralegal Certificate*</u></li> <li>• <u>Paralegal Diploma*</u></li> <li>• <u>Records Management Certificate*</u></li> </ul> <p><u>Or through portfolio demonstration of having met competency outcomes through professional or related experience. See BGS website for more information on using portfolios to demonstrate competency requirements.</u></p> |
| <p><u>#5: Intercultural Engagement</u></p> | <ul style="list-style-type: none"> <li>• <u>One course in intercultural engagement from <u>eligible courses list</u><sup>[M17]</sup>.</u></li> <li>• <u>Or through portfolio demonstration of having met competency outcomes through professional or related experience. See <u>BGS website</u><sup>[M18]</sup> for more information on using portfolios to demonstrate competency requirements.</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><u>#6: Professional Competency</u></p>  | <p><u>Successful completion of one of the following:</u></p> <ul style="list-style-type: none"> <li>• <u>One or more terms of Cooperative Education</u></li> <li>• <u>Credited Internship or Practicum, any discipline</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• <u>Credited Study Tour (4 or more credits)</u></li> <li>• <u>60 hours of Co-Curricular Record experience</u></li> <li>• <u>Completion of a post-secondary Professional Program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation</u></li> <li>• <u>Demonstration, through application and e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan. See BGS website for more information.</u></li> </ul> |
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*\*programs offered through Continuing Education*

**Degree Pathways: Thematic Options, Thematic Option (Professional Pilot Training), Minors, Cooperative Education, and General Option**

Beginning in Fall 2017, students must declare which option they plan to pursue by 60 credits or, for transfer students with more than 60 credits, at time of entry.

**Thematic option**

~~The purpose of the Thematic option is to enable students to create a meaningful education plan that encourages the crossing of disciplinary boundaries to combine learning in an area where major or minors are not offered. The programs are customized and allow students to pursue specific learning goals.~~

~~The Thematic option allows students to create an individualized program of study from a variety of disciplines that form a common theme, such as indigenous studies, explorations of aging, gender studies, international development, language and culture, advertising and social communication, or Middle Eastern studies.~~

Students selecting this option must submit a Thematic Option proposal. The plan must include courses that satisfy the general degree requirements and show how the courses support the theme. The requirements and details are located on the BGS website.

The Thematic option allows students to create a customized program of study in an area for which UFV does not offer a major. A student can develop a thematic option from a variety of disciplines that form a common theme, such as administrative studies, explorations of aging, childhood studies, agroecology, advertising and social communication, or Middle Eastern studies.

Please see Bachelor of General Studies website for more information on building your Thematic Option or on selecting from an existing Thematic Option.

Students selecting a Thematic Option must identify this within their Customized Learning Plan (CLP) and submit this by 60 credits or time of entry. Students choosing to complete a Thematic Option after the CLP can submit a separate proposal but should do so before 90 credits in order to ensure that sufficient time is available to complete requirements. The plan must include courses that satisfy the general degree requirements and show how the selected courses support the theme. The requirements and details are located on the BGS website.

## Thematic option – Aviation

### Professional Pilot Training (Fixed Wing)

The BGS offers a departmentally approved Thematic option for students who are completing the Aviation program. This program includes courses for obtaining private and commercial licenses and one of the specialized advanced options: heavy jet or professional flight instructor. Upon successful completion of the BGS requirements and Aviation courses students obtain a Thematic option: Professional Pilot Training – Fixed Wing. Students can select courses to complete one or more minors or select courses for interest.

For this specialized option, students must be apply and be admitted to the Aviation program. Please refer to the **Aviation** section of the UFV calendar and to the **Coastal Pacific Aviation website** for further details about admission requirements and application processes.

## Minors

Students select electives to complete one or more minors. Refer to the appropriate calendar details for minor requirements. Of the 120 credit minimum, at least 45 must be 300 or 400 level, which allows for completion of up to three minors. Typically, minors require at least 15 upper-level credits taken within a single discipline (unless otherwise specified in the academic calendar).

Students can choose from any existing minors in Arts, Science, or Professional Studies.

## General option

Students select courses to complete a minimum of 120 credits, of which at least 45 must be 300 or 400 level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance ~~the intended~~ a career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is ~~built~~ developed according to the intended learning goals of the individual.

## Co-operative Education option

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of General Studies degree program. See the **Co-operative Education** section for more details.

## Declaration of general, minors, or thematic option

Students may formally declare minors or intention to complete a thematic option after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under

the relevant discipline.) Students are encouraged to declare minors or their intention to complete a thematic option as soon as they can possible.

Students entering the degree program in Fall 2017 or later will be required to make this declaration by 60 credits, or upon entry to program, whichever is later. Students may request to declare a minor or Thematic Option after 60 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or Thematic Option may be able to graduate with a BGS, general option.

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

## Graduation

It is the student's responsibility to ensure all degree program requirements are met. This should be done by regular consultation with the BGS Academic Advisor. Degree candidates who qualify to receive a UFV degree must be approved by the BGS Academic Advisor and Senate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all degree program requirements completed by April 30th of each year.

## Course duplication

Duplication refers to taking a course more than once.

Under university policy, students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, for the purpose of the grade point average (GPA) UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can

be repeated. Transferred courses are considered in the number of attempts. See UFV's **Course Repeat policy (86)**.

A "W" or an "AU" in a course is not counted as 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.

## Standing required for continuance

All students accepted into the BGS **degree** program at UFV are expected to maintain acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.0 CGPA on all courses.

## Undergraduate continuance

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

The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of 9 credits at the start of a student's academic career and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but Academic Standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.

### Required to withdraw

Students who have been required to withdraw from the degree program may have the opportunity to continue to take courses as a Qualifying Studies student; however, they may not register for any upper-level courses.

### Re-admission

A student who is required to withdraw from the BGS degree program must submit an appeal for re-admission to the BGS Academic Advisor if he/she wishes to resume studies in the degree program.

Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Re-admission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

### Standing on re-admission

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above. [M19]



# MEMO

To: UEC  
From: Alisa Webb  
CC: Rachael Letkeman  
Date: 23/09/2016  
Re: BA Calendar Copy – Winter 2017

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Revisions to the BA were approved in 2016, with a published announcement in the Fall 2016 calendar. UEC recommended the revisions, but noted that final approval would come after the revised calendar copy was submitted, complete with a list of courses vetted to meet the revised requirements. This work has now been done. Included for UEC is the full calendar copy, complete with course lists for the requirements. The copy has also been verified for accuracy and clarity. We have added a note to the calendar to indicate the vetting continues, so students should check back in May 2017, when the Fall 2017 calendar is posted, for an updated list.

**ARTS:** [www.ufv.ca/arts](http://www.ufv.ca/arts)

### **Bachelor of Arts (Fall 2017)**

A UFV BA will equip you with the skills and knowledge you need to be a reflective, articulate, and informed citizen within the Fraser Valley and beyond. To ensure your success in the fast-changing economy of the twenty first century, the College of Arts offers you skills, learning, and engagement in communication, critical thinking, quantitative literacy, scientific literacy, and personal and social responsibility, as well as deep learning in a range of majors, extended minors, and minors. Through completion of an ePortfolio, students learn to reflect on, integrate, and communicate their learning, helping them to achieve their goals.

### **BA Program Outcomes:**

Graduates of the BA will meet all of UFV's [institutional learning outcomes](#), as well as one outcome specific to the BA. Upon successful completion of all of the requirements for the BA, students will:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practice
9. Contribute regionally and globally
10. Integrate their learning across all facets of their lives

### **Entrance Requirements and Admission:**

Option 1: High School (for students with high school graduation only)

BC Applicants:

1. BC secondary school graduation or equivalent
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a B average in two additional approved Grade 12 courses.

Out-of-Province Applicants:

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

Out-of-Country Applicants:

- Students who have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in two approved Grade 12 courses will be admissible.

Alternatives to High School Graduation:

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

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

1. Prerequisite for ENGL 105 or CMNS 155
2. **One of the** following:
  - a. Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted **OR**
  - b. Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 3.00 on all credits attempted **OR**
  - c. Completion of a post-secondary career or technical diploma (minimum of two years postsecondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken. Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree. **OR**
  - d. Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's Subsequent Degree Policy (98).

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

Option 3: Combined post-secondary/high school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have

a CGPA of at least 2.00 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

When to apply:

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see specific intake application process.

How to apply: Apply online at [www.ufv.ca/admissions](http://www.ufv.ca/admissions)

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
  - o Must be sent directly to UFV from the originating institutions
  - o Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

1. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.
2. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

Basis for admission decision:

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

### **Fees and additional costs**

See the [Fees and Other Costs](#) section. Books and additional supplies cost approximately \$100 per course.

**Program Requirements:**

There are five sets of requirements to note:

1. Program
2. Foundational Skills
3. Second language Competency
4. Personal and Social Responsibility
5. ePortfolio

**1. Program Requirements**

- a. 120 credits, of which 60 must be completed at UFV
- b. One major or two extended minors/minors (minimum 24 credits each), of which 50% of the upper-level credits must be completed at UFV
- c. 65 credits in Arts subjects
- d. 55 credits in any subject at the university level (100-level and above)
- e. At least 45 upper-level credits, of which 30 must be completed at UFV

**2. Foundational Skills (5 courses: 15-17 credits)**

| Foundational Skill                      | Requirement                                                                                                  | Benchmark              |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------|
| Writing Foundation                      | CMNS 155, ENGL 105, or an A in English 12 or equivalent                                                      | Complete by 30 credits |
| Written, Oral, or Visual Communication* | One of AH 100, AH 101, AH 102, AH 204, CMNS 235, CMNS 251, VA 113, VA 115, or VA 116                         | Complete by 60 credits |
| Critical Thinking*                      | PHIL 100                                                                                                     | Complete by 30 credits |
| Quantitative Literacy*                  | One of ECON 100, ECON 101, GEOG 253, MATH 105, MATH 110, MATH 123, MATH 140, MATH 141, STAT 104, or STAT 106 | Complete by 60 credits |
| Scientific Literacy*                    | One of BIO 105, BIO 106, GEOG 103, or GEOG 105                                                               | Complete by 60 credits |

\*Courses continue to be vetted to meet these requirements; students are encouraged to check back May 2017 for an expanded list of options.

**Note:** Students may not use the same course to meet more than one foundational skill requirement.

Each foundational skill course aligns with specific outcomes.

| Foundational Skill | Successful students will be able to: |
|--------------------|--------------------------------------|
|--------------------|--------------------------------------|

|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Writing Foundation</b></p>                                                                     | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how audience, purpose, and situation shape written communication</li> <li>• Employ conventions of organization, presentation, formatting, and style in a range of genres</li> <li>• Use source material ethically and critically in written communication</li> <li>• Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Second course in communication: students choose oral, visual, or written communication</b></p> | <p><b>Oral Communication Option:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence and clarity of purpose when speaking in a public context</li> <li>• Employ delivery and organization techniques that strengthen reception of the central idea</li> <li>• Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking</li> <li>• Critique one's own and other's oral presentation skills constructively</li> </ul> <p><b>Visual Communication Option:</b></p> <ul style="list-style-type: none"> <li>• Identify the formal elements of a variety of visual media</li> <li>• Analyze visual media within a critical, contextual framework</li> <li>• Source and use images ethically</li> <li>• Communicate capably with and about images</li> </ul> <p><b>Written Communication Option:</b></p> <ul style="list-style-type: none"> <li>• Write for different audiences, purposes, and situations</li> <li>• Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style</li> <li>• Consistently use credible, relevant sources to support ideas or arguments</li> <li>• Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission</li> </ul> |
| <p><b>Critical Thinking</b></p>                                                                      | <ul style="list-style-type: none"> <li>• Evaluate arguments and their supporting evidence</li> <li>• Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines</li> <li>• Construct rational arguments</li> <li>• Identify and assess counter-arguments to one's position</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Quantitative Literacy</b></p>                                                                  | <ul style="list-style-type: none"> <li>• Explain and interpret information presented in quantitative forms</li> <li>• Convert relevant information into quantitative forms</li> <li>• Draw conclusions from an analysis of quantitative data</li> <li>• Use quantitative evidence in support of an argument</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Scientific Literacy</b></p>                                                                    | <ul style="list-style-type: none"> <li>• Express positions that are scientifically informed</li> <li>• Evaluate the quality of scientific information based on its source and the methods used to generate it</li> <li>• Articulate the role of observation and experimentation in the development of scientific theories</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|  |                                                                                                                                                                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Identify ethical issues involved in the practice and application of science</li> <li>• Discuss the relevance of science in their lives and how it may affect them in their public and private roles</li> </ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**3. Second Language Competency (0-3 credits)**

All BA students will demonstrate competency in a second language equivalent to BC high school grade 11. Students meet competency by:

- Successfully completing any grade 11 high school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a high school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV; or
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher.

Students who have gained second language competency through other means may contact Modern Languages to inquire about an assessment of their competency.

Note: Students may not use this course to meet a foundational skill requirement or intercultural engagement. Students wishing to take additional second language courses to meet those requirements may do so.

**4. Personal and Social Responsibility**

Students must demonstrate and apply learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. Through civic engagement, students apply classroom learning to their communities and reflect on the personal and social benefits of active citizenship. Through intercultural engagement, students gain insight into respectful intercultural practices, which includes understanding ones cultural norms and biases and respecting and honouring cultural differences, and apply what they have learned.

Each aligns with specific outcomes.

|                                           |                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal and Social Responsibility</b> | <b>Successful students will be able to:</b>                                                                                                                                                                                                                                                         |
| <b>Civic Engagement</b>                   | <ul style="list-style-type: none"> <li>• Articulate the aims and goals of a particular community group or activity</li> <li>• Apply skills and knowledge acquired during BA studies in the community</li> <li>• Identify ways one's civic engagement benefits the individual and society</li> </ul> |

|                                 |                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | <ul style="list-style-type: none"> <li>• Reflect on one's self development related to civic identity and participation</li> </ul>                                                                                                                                                                                                                           |
| <b>Intercultural Engagement</b> | <ul style="list-style-type: none"> <li>• Identify one's own cultural norms and biases</li> <li>• Articulate characteristics and features of another culture</li> <li>• Interpret intercultural engagement through more than cultural one perspective</li> <li>• Articulate similarities and differences between cultures in a non-judgmental way</li> </ul> |

Students may meet these requirements through specific courses or non-credit activities; non-credit activities must reflect the above definitions, demonstrate achievement of the defined outcomes, and require a minimum of 60 hours. Students wishing to meet the requirement through non-credit means should consult with an advisor regarding the approval process.

**Course options:**

| <b>Requirement</b>               | <b>Course options</b>                                                                                                                                                         | <b>Non-course options</b>                                                                                                                    |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intercultural Engagement*</b> | ANTH 111, CMNS 180, GEOG 398, GDS 250, GDS 311, HIST 103, HIST 396o, LAS 200, SOC 250, SOC 200, or SOC 398<br><br>Approved, relevant internship or practicum not listed above | Minimum of 60 hours relevant, paid or volunteer experience; minimum 60 hours relevant co-curricular record experience; approved study abroad |
| <b>Civic Engagement*</b>         | GEOG 396, GDS 310, SOC 396<br><br>Approved, relevant internship or practicum not listed above                                                                                 | Minimum of 60 hours relevant, paid or volunteer experience; minimum 60 hours relevant co-curricular record experience                        |

\*Courses continue to be vetted to meet these requirements; students are encouraged to check back May 2017 for an expanded list of options.

**Note:** Students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements.

**5. ePortfolio (4 courses: 6 credits)**

All students must complete an ePortfolio as part of their BA requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes and the additional BA learning outcome.

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their

ePortfolios to support graduate school applications, work applications, or other post-BA activities.

Students take four credited courses to guide and support the development of their ePortfolios, each with specific outcomes. Please see the official course outlines for course outcomes.

| Course          | Benchmark               |
|-----------------|-------------------------|
| <b>ARTS 101</b> | Complete by 30 credits  |
| <b>ARTS 201</b> | Complete by 60 credits  |
| <b>ARTS 301</b> | Complete by 90 credits  |
| <b>ARTS 401</b> | Complete by 120 credits |

**Note:** Students transferring to UFV or into the BA with 45-60 credits will not be required to complete ARTS 201. All such students, however, will need to complete ARTS 101.

**Declaration of majors, extended minors, and minors:**

When to declare: Between 30 and 60 credits

- Failure to declare by 60 credits: registration in further courses is blocked
- Need more time to decide? Seek an exemption from an academic advisor.

Required to declare:

- Minimum 2.0 CGPA on all credits attempted
- Minimum grade of C on each of 3 required courses for the subject discipline, unless otherwise stated

What to declare (minimum):

- One major or
- Two extended minors/minors of a minimum of 24 credits each

What you can declare:

| Discipline                               | Honours | Major | Extended Minor | Minor |
|------------------------------------------|---------|-------|----------------|-------|
| Anthropology                             |         |       | ✓              | ✓     |
| Applied Ethical and Political Philosophy |         |       |                | ✓     |
| Art History                              |         |       | ✓              | ✓     |
| Biology                                  |         |       | ✓              |       |
| Business                                 |         |       |                | ✓     |
| Communications                           |         |       |                | ✓     |
| Computer Information Systems             |         |       | ✓              | ✓     |
| Criminal Justice                         |         |       | ✓              | ✓     |
| Economics                                |         | ✓     |                | ✓     |

|                                 |   |   |   |   |
|---------------------------------|---|---|---|---|
| English                         | ✓ | ✓ | ✓ | ✓ |
| French                          |   | ✓ | ✓ | ✓ |
| Geography                       | ✓ | ✓ | ✓ | ✓ |
| History                         |   | ✓ | ✓ | ✓ |
| Kinesiology                     |   |   |   | ✓ |
| Latin American Studies          |   |   | ✓ | ✓ |
| Mathematics                     |   | ✓ | ✓ | ✓ |
| Mathematics (Statistics option) |   |   | ✓ | ✓ |
| Media and Communication Studies |   |   | ✓ | ✓ |
| Philosophy                      |   | ✓ | ✓ | ✓ |
| Political Science               |   | ✓ | ✓ | ✓ |
| Psychology                      | ✓ | ✓ | ✓ |   |
| Sociology                       |   | ✓ | ✓ | ✓ |
| Sociology/Anthropology          |   | ✓ |   |   |
| Theatre                         |   |   | ✓ | ✓ |
| Visual Arts                     |   |   | ✓ | ✓ |

**Important Notes:**

- 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.
- Arts students completing a major or double extended minor/minor from the above list may also combine either of those programs with any UFV major, extended minor, or minor. This may, however, require students to complete more than 120 credits. Students may not, however, combine the following:
  - o A Sociology/Anthropology major with a Sociology Extended Minor/Minor or an Anthropology Extended Minor/Minor
  - o A Mathematics Major/Extended Minor/Minor with a Mathematics (Statistics Option) Extended Minor/Minor
  - o A Visual Arts Extended Minor/Minor with Extended Minors/Minors in Art History, Media and Communication Studies, and/or Theatre
  - o A Geography Major (Arts) with a Physical Geography (Science) Major or Minor
  - o A major, extended minor, or minor in mathematics in Arts with a mathematics major or minor in Science

**Non-UFV Courses:**

UFV students who wish to take courses at another institution for credit towards the Bachelor of Arts must obtain permission in advance from an academic advisor. A letter of permission

request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a letter of permission. When approval has been granted, the Registrar's office will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

### **Policies Relevant to the BA:**

1. [Course Repeat Policy \(86\)](#): Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.
2. [Undergraduate Continuance \(92\)](#): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.
3. [Subsequent Degree \(98\)](#): Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are different, and that the student has met the program requirements. No more than seventy-five percent (75%) of the credits required for the additional degree may be applied from any previous degree. At least thirty (30) upper-level (300-400) credits for the subsequent degree must be taken at UFV.
4. [Transfer Credit \(107\)](#), [Prior Learning Assessment \(94\)](#) and Residency: Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BA degree requirements. They can also earn academic credit through an assessment of prior learning. To meet the residency requirement of the BA, the following restrictions apply:
  - a. Of the 120 credits for the BA, 60 must be completed at UFV.
  - b. Of the 45 upper-level credits for the BA, 30 must be completed at UFV.
  - c. For an honours, major, extended minor, or minor program, at least 50 percent of the required upper-level credits in the specific Arts discipline must be completed at UFV.

### **Graduation:**

Students are responsible for ensuring they are eligible to graduate. To be eligible, students must have:

- Completed the BA program with a minimum CGPA of 2.00

- Completed all the requirements of their majors/extended minors/minors with a minimum CGPA of 2.00
- Earned a minimum CGPA of 2.00 in all upper-level courses required for graduation
- No more than five course duplications (with the exception of THEA 199 and THEA 299 when a grade of P or higher is achieved)

Please regularly consult with an academic advisor to ensure you are on track to graduate.

Students must apply to graduate. Please monitor UFV email and announcements for instructions and deadlines.

**Memo for Course Changes**

To: UEC

From: Dr. Frank Ulbrich, Director, School of Business

Date: April 27, 2016

**Subject: Proposal for revision of BUS 223 (Advertising)**

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

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

2. Rationale for change:

**BUS 223 was an introductory course to advertising in the marketing area. BUS 223 was replaced with BUS 323 (Introduction to Advertising). Consequently, BUS 223 is no longer offered or needed. Hence, BUS 223 should be discontinued.**

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **The only program currently requiring BUS 223 is the Fashion Design diploma in their “marketing option.” This program, however, has been discontinued. No other program requires BUS 223.**

5. Which program areas have been consulted about the change(s)? **N/A**

6. What consideration has been given to indigenizing the curriculum? **N/A**

7. If this course is not eligible for PLAR, explain why: **N/A**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value **N/A**
- b. Class size limit **N/A**
- c. Frequency of offering **N/A**
- d. Resources required (labs, equipment) **N/A**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **N/A**
10. Estimate of the typical costs for this course, including textbooks and other materials: **N/A**

**Memo for Course Changes**

To: CACC, Sven van Dewetering, Alisa Webb

From: Karin Jager, GD Department Head

Date: May 18, 2016

**Subject: GD 159 Course revisions**

1. Summary of changes (select all that apply):
  - Six-year review
  - Number and/or course code
  - Credits and/or total hours
  - Title
  - Calendar Description
  - Prerequisites and/or co-requisites
  - Frequency of course offering
  - Learning outcomes
  - Delivery methods and/or texts and resource materials
  - PLAR options, grading system, and/or evaluation methods
  - Discontinuation of course
  - X Other – Please specify: **Addition of a technology statement**
  
2. Rationale for change: This course offers an introduction to Adobe InDesign – print and digital layout skills. GD154 Typography complements the learning in GD159, however it is not essential that students have typography skills before taking GD159. Removing GD154 as a prerequisite will provide greater access to the course.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
  
5. Which program areas have been consulted about the change(s)? **BFAPC**
  
6. What consideration has been given to indigenizing the curriculum?
  - a. Indigenous content will vary dependent on work undertaken by student
  
7. If this course is not eligible for PLAR, explain why:
  
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Department funded
10. Estimate of the typical costs for this course, including textbooks and other materials: Tuition (includes a \$35 materials fee and a per/credit surcharge), access to Mac computers, Adobe CC, tablets and GDD labs. GDD diploma students use MacBook Pro laptops with Adobe CC subscription as per program requirements. Other students will be given access to GD Mac Lab iMacs and Adobe CC.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2022  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|------------------------------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 159                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Digital Design Media II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Introduction to professional layout applications for print and digital publishing. Students will produce comprehensive communication design projects while gaining a working knowledge of layout software, including font and file management, colour systems, a digital glossary, and file formats.<br>Note: This course uses tools & technologies that adapt to current industry practices.                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">35</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed Learning</td><td style="text-align: right;">10</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15 | Seminars/tutorials/workshops |  | Laboratory hours | 35 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 10 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> October 1, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> June 3, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> June 3, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                                                |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- describe the capabilities of layout applications for print and digital publishing;
- employ software and industry specific terminology, menus, and navigation;
- discern which tool(s) to use for which task(s) and which media;
- set up preferences and create new documents;
- apply essential keyboard and navigation shortcuts;
- apply software automation features to do more in less time;
- implement best workflow techniques for font and file management;
- create layouts and publications for print and digital media including touch screens;
- use layout software to produce print and interactive digital publications;
- develop and structure content for print and digital design projects.

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

Yes     No, PLAR cannot be awarded for this course because

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

Lectures, demonstrations, workshops, tutorials, and self-directed skill development.

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

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

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

|    | Author (surname, initials) | Title (article, book, journal, etc.)                            | Current ed.              | Publisher | Year |
|----|----------------------------|-----------------------------------------------------------------|--------------------------|-----------|------|
| 3. | Tondreau, Beth.            | <i>Layout essentials: 100 design principles for using grids</i> | <input type="checkbox"/> | Rockport  | 2009 |
| 4. |                            | Subscription to Lynda.com                                       | <input type="checkbox"/> |           |      |
| 5. |                            |                                                                 | <input type="checkbox"/> |           |      |

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

Access to Adobe CC subscription, Macintosh computer, iPad

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):** 4 separate projects

**Typical Course Content and Topics**

An introduction to layout and Adobe CC including InDesign, Bridge, Folio Builder, Acrobat, and Distiller. Creating graphic communication and publication documents in a typographical and page formatting computer program.

**Weeks 1 to 3:**

Using Adobe InDesign:

- Review of default/preference settings, guide elements, new document set-up, layout, tools, palettes, saving, and glossary.
- More tools, palettes, units of measurement, and guides.
- Best practices: Font management and the Adobe type library.
- Keyboard shortcuts.
- Getting around: display, navigation, and view size.
- Picture box usage, layers, and colours. Printing set-up.
- Typography tools. Style sheets.
- Manipulating type, spell check. Type styles. Master pages. Linking text boxes. Text wrap.
- Large document setup and printing.
- Document layout setup. Advanced colour setup, correct image importing.
- Blending mode, transparency.
- Production: Printing specifications, dieline, colours, and folding dummy.
- Style sheets, "Line up everything," proofing layouts, mechanical requirements and specifications.
- File format compatibility issues.
- Tables and other InDesign features.
- Catalogue design and forms
- Rebuilding documents

**Weeks 4 to 6:**

Introduction to ePub. Digital publishing.

- Using InDesign for digital documents.
- The touch screen environment, screen orientation, and formats.

**Weeks 7 to 8:**

- DIY Book project: Outline workshops, presentation and review

**Weeks 9 to 12:**

Using Adobe Acrobat for publishing:

- Acrobat Distiller setup. Create pdf proofs and print ready pdfs from InDesign.
- Acrobat navigation, setup, features, and presentation.
- Create links and interactive functions for online and on-screen.
- Print and digital file preparation, pdf for e-mail, and a press-ready pdf.
- iPad Publication Design

**Week 13:** Final presentation

**Memo for Course Changes**

To: CACC, Sven van Dewetering, Alisa Webb

From: Karin Jager, GD Department Head

Date: May 18, 2016

**Subject: GD 358 Course revisions**

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

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

2. Rationale for change: GD358 introduces Wordpress, a current standard website creation tool and content management platform. We propose revising the prerequisites for this course to GD204 or CIS145 since both courses cover the essential computer-programming language fundamentals required in GD358. This would provide access to any students interested in learning Wordpress skills. GD204 is more design focussed because it shifts with current design industry technologies and uses programming methods to account for the demand in mobile and tablet users.

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

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

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

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

- a. Indigenous content will vary dependent on work undertaken by student

7. If this course is not eligible for PLAR, explain why:

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A

- a. Credit value
- b. Class size limit

- c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Department funded
  10. Estimate of the typical costs for this course, including textbooks and other materials: Tuition (includes a \$35 materials fee and a per/credit surcharge), access to Mac computers, Adobe CC, tablets and GDD labs. GDD diploma students use MacBook Pro laptops with Adobe CC subscription as per program requirements. Other students will be given access to GD Mac Lab iMacs and Adobe CC.



ORIGINAL COURSE IMPLEMENTATION DATE: May 2006  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2022  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GD 358                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Interactive Design for Portfolio                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Graphic Design                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>Design and development of an interactive portfolio for digital screens. Students will be introduced to current trends in web visual and experience design, front- and back-end development, and open-source content management systems (CMS).<br>Note: This course uses tools and technology that adapt according to current industry practice.                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | CIS 145 or GD 204.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <table border="1"> <tr><td>Lecture hours</td><td>30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td>15</td></tr> <tr><td>Laboratory hours</td><td>15</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours | 15 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Karin Jager                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> October 1, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> June 3, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> June 3, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |

**Learning Outcomes**

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

- Integrate and research appropriate CMS plugins for increase website functionality
- Implement the different requirements for mobile platforms (smartphones/tablets)
- Customize a CMS child theme with basic concepts in server-side scripting technology
- Integrate forms, video, image carousel and other interactive documents
- Define the role of server-side scripting and databases in back-end development
- Strategize the skill-sets needed to plan, design, and produce a variety of web sites
- Plan, design, and produce a portfolio web site
- Install, customize, and deploy an open-source content management system (CMS)

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

Yes     No, PLAR cannot be awarded for this course because

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

Lecturing, demonstrations, production workshops, self-directed content development, out-of-class production, on-line instruction, and digital presentations.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         | Subscription to Lynda.com            | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

Macintosh computer  
Flash drive  
Adobe CS current edition

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

**Weeks 1 to 2**

Current and emerging trends in both web and experience design  
Designer versus developer  
An analysis of digital portfolios

**Weeks 3 to 5**

Designing a digital portfolio

**Weeks 6 to 7**

Front-end technologies: Spry library of widgets and effects; JQuery library and jQuery UI plugins  
Back-end technologies: Development platforms

**Weeks 8 to 13**

Content Management Systems (CMS)  
Customizing CMS

**Memo for Course Changes**

To: Lucy Lee, Dean, Faculty of Science

Cc: Amanda Grimson, UEC Assistant, Wendy Gracey, Dean's Assistant

From: Steven Marsh, Department head

Date: 2016 February 22

**Subject: Proposal for revision of GEOG 454 - Geospatial Data Analysis and Modelling**

Summary of changes (select all that apply):

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

1. Rationale for change:

**Adding two additional computer courses (COMP 120, COMP 152) as options for the certificate. These increase the flexibility for students to complete the GIS certificate in a timely fashion.**

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

**n/a**

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

**n/a**

4. Which program areas have been consulted about the change(s)? **GATE and CIS**

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

**Instructor may include real world examples using indigenous mapping data.**

6. If this course is not eligible for PLAR, explain why: **n/a**

7. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: **n/a**

a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **none**
9. Estimate of the typical costs for this course, including textbooks and other materials: **none**



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2009  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) February 2019  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 454                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Course Full Title:</b> Geospatial Data Analysis Modeling                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> GeospatialDataAnalysisModeling                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Geography and the Environment                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Calendar Description:</b><br>Advanced course focusing on the theory and method of using geospatial data to model, analyze, and solve real-world problems. Introduction to methods of enhancing and classifying remotely sensed data, using advanced spatial analysis techniques; model building; scripting in GIS.                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | (One of the following: STAT 104 [formerly MATH 104] or STAT 106 [formerly MATH 106]) and (one of the following: COMP 120, COMP 150, COMP 152, or COMP 155) and GEOG 353. Note: GEOG 453 is recommended.                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                      |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Total Hours: 75</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                         |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <table border="1"> <tr><td>Lecture hours</td><td>25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td>50</td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>75</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25 | Seminars/tutorials/workshops |  | Laboratory hours | 50 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>75</b> | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                            | 50        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>75</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Department / Program Head or Director:</b> Steven Marsh                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> February 4, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> April 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                           |  |

**Learning Outcomes**

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

- Use geospatial data analysis to solve problems in a geographic information science context
- Translate the theory of spatial analysis techniques into applications in academic and professional contexts.
- Write basic scripts and models to link GIS procedures and processes.
- Explain the strengths and limitations of geospatial data analysis in social and natural scientific contexts.
- Evaluate future directions and possibilities in the theory and application of geospatial data modeling.

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

Yes       No, PLAR cannot be awarded for this course because

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

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

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

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

|    | Author (surname, initials)    | Title (article, book, journal, etc.)                           | Current ed.                         | Publisher     | Year |
|----|-------------------------------|----------------------------------------------------------------|-------------------------------------|---------------|------|
| 1. | O'Sullivan, D and Unwin, D.J. | Geographic Information Analysis, 2 <sup>nd</sup> Edition       | <input checked="" type="checkbox"/> | Wile: Hoboken | 2010 |
| 2. | Jensen, J.R.                  | Introductory Digital Image Processing, 3 <sup>rd</sup> Edition | <input checked="" type="checkbox"/> | Prentice Hall | 2005 |
| 3. |                               |                                                                | <input type="checkbox"/>            |               |      |
| 4. |                               |                                                                | <input type="checkbox"/>            |               |      |
| 5. |                               |                                                                | <input type="checkbox"/>            |               |      |

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

None.

**Typical Evaluation Methods and Weighting**

|                   |        |              |        |                   |        |            |      |
|-------------------|--------|--------------|--------|-------------------|--------|------------|------|
| Final exam:       | 25-30% | Assignments: | %      | Midterm exam:     | 15-25% | Practicum: | %    |
| Quizzes/tests:    | %      | Lab work:    | 40-50% | Field experience: | %      | Shop work: | %    |
| Modeling Project: | 10-20% | Other:       | %      | Other:            | %      | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

1. Turning digital imagery into data
2. Thematic information extraction I: unsupervised classification
3. Thematic information extraction II: supervised classification
4. Thematic information extraction III: introduction to advanced image classification methods
5. Spatial analysis of raster and vector data
6. Models and modeling in GIS
7. ArcGIS graphical model builder
8. Introduction to python in GIS I
9. Introduction to python in GIS II
10. Applied modeling using ArcGIS model builder and python

**Memo for Course Changes****To:** UEC**From:** Sven van de Wetering, Chair, Department of Psychology**Date:** May 19, 2016**Subject:** Proposal for revision of (insert title of course)1. Summary of changes (select all that apply):

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

2. Rationale for change: Until recently, PSYC 101 was a prerequisite for PSYC 102 (and by extension, all other psychology courses). Thus, the only way to give a course a single psychology prerequisite was to ask for PSYC 101. Now PSYC 101 and PSYC 102 have been decoupled, and it is possible for a student to have taken PSYC 102 without having taken PSYC 101. In keeping with the spirit of allowing broad access to the course while still insisting on a modicum of psychology background, we are broadening the prerequisites, allowing either of the two introductory psychology courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Learning outcomes have been slightly reworded to reflect current norms. There have been no substantial changes.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required for any other discipline, and the change will therefore have no impact on any other discipline.

5. Which program areas have been consulted about the change(s)? None

6. What consideration has been given to indigenizing the curriculum? As a special topics course, this has no obligatory curriculum component that is identifiably indigenous. Individual instructors may choose to devote part or all of this course to topics and/or methods that can be identified as indigenous.

7. If this course is not eligible for PLAR, explain why: n/a

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

None of these components has been changed.
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? This course has hitherto never been offered with field trips, though it is conceivable that it may be in the future with certain topics. Details of funding will need to be worked out if and when that occurs.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2022  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 200                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Topics and Issues in Psychology                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>This course is designed for the non-Psychology major student who would like to take an elective in Psychology. The topics covered in the course may vary from year to year depending on the instructor. Check with the Psychology department for more information.                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | PSYC 101 or PSYC 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <table border="1"> <tr><td>Lecture hours</td><td>45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Yearly |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Department / Program Head or Director:</b> Sven van de Wetering                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 19, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |

**Learning Outcomes**

Upon successful completion of the course students will be able to:

- Articulate some major principles and findings in a given area of psychology.
- Demonstrate how research is conducted within an area of psychology.
- Show how research advances knowledge in an area of psychology and how that knowledge can be applied.

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

Yes       No, PLAR cannot be awarded for this course because

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

Course material will be presented primarily in lecture format and supplemented by films, guest speakers and demonstrations where appropriate.

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

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

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

| Author (surname, initials)  | Title (article, book, journal, etc.)                       | Current ed.              | Publisher     | Year |
|-----------------------------|------------------------------------------------------------|--------------------------|---------------|------|
| 1. Veitch, R. & Arkkelin, D | Environmental Psychology: An Interdisciplinary Perspective | <input type="checkbox"/> | Prentice Hall |      |
| 2.                          |                                                            | <input type="checkbox"/> |               |      |
| 3.                          |                                                            | <input type="checkbox"/> |               |      |
| 4.                          |                                                            | <input type="checkbox"/> |               |      |
| 5.                          |                                                            | <input type="checkbox"/> |               |      |

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

No special materials required

**Typical Evaluation Methods and Weighting**

|                              |                  |                     |              |
|------------------------------|------------------|---------------------|--------------|
| Final and Midterm exams: 75% | Assignments: 25% | Midterm exam:       | Practicum: % |
| Quizzes/tests: %             | Lab work: %      | Field experience: % | Shop work: % |
|                              |                  |                     | Total: 100%  |

**Details (if necessary):**

**Typical Course Content and Topics**

- Week 1: Introduction to environmental psychology
- Week 2: Theories in environmental psychology
- Week 3: Research methods in environmental psychology
- Week 4: Environmental perception, cognition, and attitudes
- Week 5: Midterm
- Week 6: Environmental stress
- Week 7: The atmospheric environment
- Week 8: Noise
- Week 9: Midterm exam
- Week 10: Population density, crowding, territoriality, privacy and personal space
- Week 11: The city
- Week 12: Architecture, design and behavior
- Week 13: Applying psychology to preserve the environment

**Memo for Course Changes****To:** UEC**From:** Sven van de Wetering, Chair, Department of Psychology**Date:** May 19, 2016**Subject:** Proposal for revision of (insert title of course)1. Summary of changes (select all that apply):

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

2. Rationale for change: Despite the fact that PSYC 368 can be used as a substitute for three upper-level political science credits for purposes of the POSC major, very few political science students actually take this course. Though there are probably a variety of reasons for this, one may be that many political science students have not taken PSYC 101 and PSYC 102, which are currently prerequisites. It is thought that we can accommodate them by allowing two lower level POSC courses to substitute for the two PSYC courses as prerequisites. This will lead to students with less background in psychology taking the course, but because the course discusses politics and psychology, the disadvantage in understanding psychological concepts should be compensated for by an advantage in understanding political concepts.3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Learning outcomes have been slightly reworded to reflect current norms. No substantive changes have been made.4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program outside psychology, but it is one of the ways students majoring in political science can meet 3 of the 30 upper level political science credits required for their program. The entire intent of this change is to make this option more accessible to those students.5. Which program areas have been consulted about the change(s)? Political science.

6. What consideration has been given to indigenizing the curriculum? The course currently has no formal indigenous component, though informal discussions of residential schooling are led every year by the instructor. In addition, students have great freedom in choosing the topics of their presentations, and almost every year at least one student discusses some political issue related to indigenous peoples.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)None of these components has been changed.
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required for this course.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$190

**CWC Comments:**

- Should two courses from one discipline be required as prerequisites? (i.e. Would PSYC 101 and POSC 100 be sufficient?) The prereqs could be phrased as “45 university-level credits including either (PSYC 101 and PSYC 102) or (two of the following: POSC 100, POSC 110, POSC 120, or POSC 230.”

*The prerequisites were originally set up as suggested above, and this was queried at CACC. After some thought, the department concluded that the ideal student for this class would have a bit of a background in both psychology and political science, and so one of each is actually slightly better than two of one, although this situation may not come up very often.*

Outline has been revised to address other comments.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 368                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Political Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>This course undertakes a brief survey of the interdisciplinary field of political psychology. Students who successfully complete this course will be able to articulate 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.                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | 45 university-level credits including two of the following: PSYC 101, PSYC 102, POSC 100, POSC 110, POSC 120, or POSC 230.                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>PSYC 491F</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Yearly |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Department / Program Head or Director:</b> Sven van de Wetering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                 |  |

**Learning Outcomes**

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

- Demonstrate how 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 new political situations

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

Yes       No, PLAR cannot be awarded for this course because

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

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

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

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

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

| Author (surname, initials)                                  | Title (article, book, journal, etc.) | Current ed.              | Publisher        | Year |
|-------------------------------------------------------------|--------------------------------------|--------------------------|------------------|------|
| 1. Cottam, M., Dietz-Uhler, B., Mastors, E.M. & Preston, T. | Introduction to political psychology | <input type="checkbox"/> | Lawrence Erlbaum | 2010 |
| 2. Jost, J.T. & Sidanius, J.                                | Political psychology: Key readings   | <input type="checkbox"/> | Psychology Press | 2004 |
| 3. Westen, D.                                               | The political brain                  | <input type="checkbox"/> | Public Affairs   | 2007 |
| 4.                                                          |                                      | <input type="checkbox"/> |                  |      |
| 5.                                                          |                                      | <input type="checkbox"/> |                  |      |

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

No special materials required.

**Typical Evaluation Methods and Weighting**

|                    |     |              |     |                   |     |            |      |
|--------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:        | 35% | Assignments: | %   | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests:     | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Oral presentation: | 5%  | Book Review: | 10% | Final Essay:      | 20% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- 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 for Course Changes**

To: FSCC

From: Allan Arndt, Biology Department Head

Date: April 19, 2016

**Subject: Proposal for revision of BIO 406 Advanced Genetics**

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

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

2. Rationale for change:

The calendar description has been changed to conform to the UFV standard.

BIO 201 has been removed from the prerequisites as 201 & 202 have been unlinked and BIO 202 is the relevant prerequisite.

The learning outcomes have been adjusted to align with current ILO's.

The course content & textbook list has been updated to reflect current syllabus.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The learning outcomes have been adjusted to align with department ILO's see attached document.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? BIO Curriculum Committee
6. What consideration has been given to indigenizing the curriculum? Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.
7. If this course is not eligible for PLAR, explain why: n/a
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: n/a
- a. Credit value

- b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No, field trips are not required.
10. Estimate of the typical costs for this course, including textbooks and other materials: \$40.00

**BIOLOGY ILOs**

Letters have been used to distinguish biology outcomes from the numbered institutional outcomes.

- A) Access and use biological knowledge in order to interpret and engage in discussions on contemporary biological and social issues on a regional and global scale **1, 4, 9**
- B) Foster critical thinking to analyze, interpret, integrate, and critique the existing and emerging body of biological knowledge in both independent and collaborative settings. **2, 6, 7**
- C) Learn and apply multiple methods and techniques to answer biological questions in a professional and ethical context. **3, 4, 8**
- D) Access, integrate, and communicate scientific information to general and academic audiences and be leaders in the community. **5, 7**
- E) Initiate inquiries and develop solutions to biological questions and be aware of the limits of knowledge. **2, 4, 9**

**Institutional Learning Outcomes****1. Demonstrate information competency**

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.

**2. Analyze critically and imaginatively**

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.

**3. Use knowledge and skills proficiently**

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.

**4. Initiate inquiries and develop solutions to problems**

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action

**5. Communicate effectively**

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.

**6. Pursue self-motivated and self-reflective learning**

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.

**7. Engage in collaborative leadership**

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.

**8. Engage in respectful and professional practices**

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

**9. Contribute regionally and globally**

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1995  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2022  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BIO 406                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Advanced Genetics                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Biology                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>This course will cover a number of areas of interest in genetics, including the genetics of human complex disease, epigenetics and environmental influences on our genes, the genetics of infectious disease, and legal and ethical issues arising from advances in genetics.                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | BIO 202 and BIO 220.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b>                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i>                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <table border="1"> <tr><td>Lecture hours</td><td>45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Allan Arndt                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> April 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 30, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                   |  |

**Learning Outcomes**

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

1. Assess current literature and critically discuss most recent data on select areas of genetic research
2. Write a critical review on a specific area of interest based on topics discussed in class
3. Discuss the difficulties associated with the identification of genes responsible for disease
4. Give examples of how the analysis of the human genome sequence can be used to identify genes associated with complex diseases
5. Describe how technological development is changing the face of medicine and the ethical and social issues that this is generating
6. Evaluate at a genetic level, how selective pressures such as the host immune response or the overuse of antibiotics is driving changes in microbial populations, and how this is resulting in newly emerging infectious disease

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

Yes       No, PLAR cannot be awarded for this course because

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

A combination of lectures and small group tutorials emphasizing problem-solving.

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

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

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

| Author (surname, initials) | Title (article, book, journal, etc.)                                      | Current ed.                         | Publisher                  | Year |
|----------------------------|---------------------------------------------------------------------------|-------------------------------------|----------------------------|------|
| 1.                         |                                                                           | <input type="checkbox"/>            |                            |      |
| 2. Boffelli, D.            | Epigenetic Inheritance; A Contributor to Species Differentiation          | <input checked="" type="checkbox"/> | DNA Cell Biology           | 2012 |
| 3. Drlica K. S.            | Antibiotic Resistance: Understanding and Responding to an Emerging Crisis | <input checked="" type="checkbox"/> | Pearson Education Inc.     | 2011 |
| 4. Craig A.                | Antigenic Variation                                                       | <input checked="" type="checkbox"/> | Elsevier                   | 2003 |
| 5. Bush W. S.              | Genome Wide Association Studies                                           | <input checked="" type="checkbox"/> | PLoS Computational Biology | 2012 |

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

**Typical Evaluation Methods and Weighting**

|                    |     |              |    |                   |     |            |      |
|--------------------|-----|--------------|----|-------------------|-----|------------|------|
| Final exam:        | 45% | Assignments: | 5% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests:     | 10% | Lab work:    | %  | Field experience: | %   | Shop work: | %    |
| Assigned problems: | 15% | Other:       | %  | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Human cytogenetics  
 Developmental genetics  
 Genetics of infectious disease  
 Epigenetics  
 Medical genetics/genetics of human complex disease  
 Bioethics  
 DNA barcoding

**Genetics of Human Complex Disease/Genome Wide Association Studies (GWAS)**

- Single nucleotide polymorphisms
- The human haplotype map
- Linkage for common disease
- Common disease common variant hypothesis
- Linkage disequilibrium
- Indirect association

**Epigenetic Inheritance: A Contributor to Species Differentiation?**

- The concept of the epigenome
- What is epigenetic variation?
- Environmental influences on gene expression
- How multiple epigenetic states can be associated with the same genome

- The transmission of epigenetic states through the germline
- Can epigenetic variation be stable enough to underlie species characteristics?
- Examples of epigenetic inheritance which may mediate Darwinian evolution
- Somatic methylation states as they relate to methylation states of the germline
- Paramutation and genomic imprinting

**Genetics of infectious disease**

**1. Antibiotic resistance:**

- Resistance mechanisms to circumvent the toxic action of antimicrobials
- Mutation of normal cellular genes, the acquisition of foreign resistance genes, or a combination of these two mechanisms
- The spread of mobile genetic elements and the acquisition of multidrug resistance in a single genetic event
- The need for infection control in both human and veterinary medicine

**2. Antigenic variation**

- Mechanisms of antigenic variation; an overview
- Selective pressures imposed on the microbial world
- Phase variation in *Helicobacter pylori* lipopolysaccharide
- Genetic variation in the pathogenic *Neisseria* species
- Trypanosome antigenic variation
- Surface antigenic variation in *Giardia lamblia*
- Emerging infectious disease; the impact of antigenic variation on pathogen population structure, fitness, and dynamics
- 

**Genetics in society:**

- The development of human genetic and reproductive technologies
- Legal, ethical, and social issues arising from the development of these technologies
- Bioethics associated with research which include areas such as the use of human subjects in the field of genomics, genomic data sharing policy, and how the FDA proposes oversight of laboratory developed tests.

**Memo for Program Changes**

To: UEC

From: Allan Arndt, Biology Department Head

Date: April 8, 2016

**Subject: Program change (biology minor lower level requirements)**

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

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

2. Rationale for change(s):

Biology minor students are currently required to complete more credits compared to other UFV minors. The department requests a revision of requirements from four to two 2<sup>nd</sup> year courses.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: no substantial changes

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

Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.

5. Will additional resources be required? If so, how will these costs be covered? none

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The requirements for biology minor students will be more in-line with other UFV programs.

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

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) None, requirements will decrease.
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. Yes, the number of requirements will decrease for BSc students.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Biology minor (for BSc students)

This section specifies the biology minor 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       |
| <b><u>Plus two 200-level<del>2<sup>nd</sup></del>-year biology courses selected from the following: (see Note 1)</u></b> |                                                      |         |
| BIO 201                                                                                                                  | Cellular Biochemistry and Metabolism                 | 4       |
| <b><u>or</u></b> BIO 202                                                                                                 | Cellular Signaling and Regulation of Gene Expression | 4       |
| <b><u>or</u></b> BIO 210                                                                                                 | Introductory Ecology                                 | 4       |

|                                                                                   |                                                 |     |
|-----------------------------------------------------------------------------------|-------------------------------------------------|-----|
| <b>or</b> BIO 220                                                                 | Introductory Genetics                           | 4   |
| CHEM 111                                                                          | Principles of Chemistry I (previously offered)  |     |
| <b>or</b> CHEM 113                                                                | Principles of Chemistry I                       | 4-5 |
| CHEM 112                                                                          | Principles of Chemistry II (previously offered) |     |
| <b>or</b> CHEM 114                                                                | Principles of Chemistry II                      | 4-5 |
| 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 <a href="#">2</a> ) |                                                 |     |
| STAT 104                                                                          | Introductory Statistics                         | 4   |

|                       |                                            |   |
|-----------------------|--------------------------------------------|---|
| STAT 106              | Statistics I                               | 4 |
| MATH 270/<br>STAT 270 | Introduction to Probability and Statistics | 4 |

[Note 1: Students should consider the prerequisites of upper-level biology courses when choosing 200-level biology courses.](#)

Note 2: Students who completed PSYC 110 prior to September 2012 can use this course toward lower-level requirements.

### **Upper-level requirements**

| <b>Course</b> | <b>Title</b>                      | <b>Credits</b> |
|---------------|-----------------------------------|----------------|
| BIO           | 300- or 400-level Biology courses | 14             |

**Memo for Program Changes**

To: Professional Studies Faculty Council, UEC

From: CIS Department

Date: January 21, 2016

**Subject: BCIS Systems and Networking concentration**

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

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

2. Rationale for change(s):

CIS 395 (Virtualization and Cloud Infrastructure) was created in 2014 and was first offered in Summer 2015. The technology is one of most important developments in IT industry in the past decade. The materials covered is directly related to the IT Systems area and thus the course should become an approved elective in the “Systems and Networking” concentration.

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

4. What consideration has been given to indigenizing the curriculum? No new indigenizing opportunities have been identified.

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

No, ~~no~~ additional resources are required. The new course is being offered the 2<sup>nd</sup> time this semester (Winter 2016). We plan to offer the course regularly regardless the change in the concentration.

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

There will be more choices for students who would like to take the “Systems and Networking” Concentration in our degree program.

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

No

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

No

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

No

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

[https://www.ufv.ca/calendar/current/ProgramsC-E/CIS\\_BCIS\\_CONC.htm](https://www.ufv.ca/calendar/current/ProgramsC-E/CIS_BCIS_CONC.htm)

## **Systems and Networking concentration**

| <b>Course</b>                                      | <b>Title</b>                                   | <b>Credits</b> |
|----------------------------------------------------|------------------------------------------------|----------------|
| <b>Mandatory Courses:</b>                          |                                                |                |
| CIS 292                                            | Wide Area Networking                           | 4              |
| CIS 341                                            | System Administration                          | 3              |
| <b>Choose 3 of the following courses:</b>          |                                                |                |
| CIS 392                                            | Internetworking *                              | 4              |
| CIS 394                                            | High Availability Networks*                    | 4              |
| <u>CIS 395</u>                                     | <u>Virtualization and Cloud Infrastructure</u> | <u>3</u>       |
| COMP 430                                           | Advanced Database Topics (formerly CIS 430)    |                |
| COMP 445                                           | Web Server Installation and Maintenance        | 3              |
| COMP 490                                           | Network Security and Cryptography*             | 3              |
| * Students must take at least one of these courses |                                                |                |
| <b>Plus:</b>                                       |                                                |                |
| Three CIS or COMP courses numbered 300 or above    |                                                | 9              |
| Two CIS or COMP courses numbered 200 or above      |                                                | 6              |



# MEMO

To: UEC

From: Sylvie Murray, Program Development and Quality Assurance Coordinator  
Peter Geller, Vice-Provost, Associate Vice President, Academic

Date: Aug 29, 2016

Subject: Change of name to program type from “post-degree” to “post-baccalaureate”

As a result of the recent revision to the *Credentials* policy (#64, approved by Senate in June 2016), UFV approved the designation “post-baccalaureate certificates” for credentials between 27-35 credits following completion of a bachelor degree.

As a result, we request that the following three credentials be renamed accordingly. Note that the terms “post-degree” and “post-baccalaureate” are used interchangeably in BC, therefore this change is considered editorial.

|                                                             |                                                                    |
|-------------------------------------------------------------|--------------------------------------------------------------------|
| Hospitality Event Management <i>post-degree</i> certificate | Hospitality Event Management <i>post-baccalaureate</i> certificate |
| Data Analysis <i>post-degree</i> certificate                | Data Analysis <i>post-baccalaureate</i> certificate                |
| Management <i>post-degree</i> certificate                   | Management <i>post-baccalaureate</i> certificate                   |

**Motion:** That UEC recommend to Senate that the credential type “post-degree” be replaced by “post-baccalaureate” certificate in the case of the three existing programs named above, in accordance with revisions to the *Credentials* policy (#64) approved by Senate in June 2016.

**Memo for Program Changes**

To: Professional Studies Faculty Council

From: Margaret Coombes, Director SWHS

Date: August 29, 2016

**Subject: Bachelor of Social Work Degree Calendar Changes for Fall 2017**

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

- Program revision that requires new resources
- Addition of new course options or deletion or substitution of a required course
- Change to the majority of courses in an approved program
- Change to the duration, philosophy, or direction of a program
- Addition of a new field of specialization, such as a concentration
- Change in requirements for admission
- Change in requirements for residency or continuance
- Change in admission quotas
- Change which triggers an external review
- Deletion of a program not included in the Program Discontinuance policy
- Other – Please specify: **The requested changes are for Fall of 2017 Bachelor of Social Work (BSW) calendar and are primarily edit changes with one re-introduction of three credits of Human Development. The intent is to broaden and simplify the wording of the required credits necessary for admission into the BSW degree.**

2. Rationale for change(s):

**Edits to the calendar under the heading, Academic entrance requirements:**

- **To eliminate duplicity, deleted the sentence “Students with GPA lower than 2.67 will not be considered for admission.”**
- **To ensure the accurate number of credits are reflected in the requirements, *six credits* was added in the first bullet.**
- **For clarity regarding the 54 university-level credits, inserted a statement that explains 42 credits included are qualifying Arts and Science electives.**
- **An explanation in the third entrance requirement which outlines several categories of the 54 university-level credits re-introduces the required three credits of Human Development. These three credits were inadvertently omitted in the prior request and are an accreditation requirement.**
- **A note inserted simplifies that SOWK 225 and 283 cannot be included as Qualifying Arts and Science credits.**
- **Deleted the fourth bullet that explained 39 additional credits are Arts and Science of the 54 university-level credits because of its duplicity of the bullet above.**

- **Two recommendations appended provide additional information to students who are considering courses that require a prerequisite or considering the Child Welfare Specialization. The first bullet recommends three credits of Sociology of the Family and the second, recommends either SOC 331 or SOWK 283 as a prerequisite for SWK 483 (Child Welfare Specialization BSW specialization).**
  - **Deleted unnecessary wording “Other entrance requirements” which was above item four of the entrance requirements.**
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **N/A**
  4. What consideration has been given to indigenizing the curriculum? **N/A**
  5. Will additional resources be required? If so, how will these costs be covered? No additional resources are needed. **N/A**
  6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? This will provide students more choices and clarity of the credits needed to complete the degree **N/A**
  7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? The actual number of core credits and elective credits will not change, nor the number of courses offered by the School of Social Work and Human Services. **N/A**
  8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **N/A**
  9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **N/A**
  10. Provide a memo from the program’s dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **N/A**

## BSW - Recommend changes effective Fall 2017

1. Applicants must have 60 general university-level credits by May 1 of the year of application.
2. Students must have an overall GPA of 2.67 for the 60 credits applied towards their BSW application. ~~Students with a GPA lower than 2.67 will not be considered for admission.~~<sup>[MS1]</sup>
3. These 60 credits must consist of the following:
  - o ~~Six credits: SOWK 110 and SOWK 210; and-~~
  - o ~~54 general-university-level credits including (at least 42 credits of qualifying Arts and Science electives), which must include the following:~~
  - o ~~three credits in English composition (i.e. CMNS 155 or ENGL 105); and-~~
  - o ~~three credits of English literature (i.e. ENGL 108-170); and-~~
  - o ~~three credits of Human Development (i.e. SOWK 225\* or PSYC 250); and~~<sup>[MS2]</sup>
  - o ~~three credits of introductory statistics (i.e. STAT 104 or PSYC 110).~~
  - o ~~39 additional Arts and Science credits~~

### Notes:

- SOWK 483 is a requirement of the BSW Child Welfare Specialization and is an elective in the BSW Generalist option. SOC 331 or SOWK 283 is a prerequisite for SOWK 483.
- SOWK 225 and SOWK 283 may not be included as Qualifying Arts & Science electives

Students who have completed the Community Support Worker certificate or Social Services diploma at UFV can apply specific course credits toward the 60 credits required for the BSW application.

### **Other entrance requirements**

4. Applicants must complete a minimum of 400 hours of paid or volunteer experience in the human services field supervised by a paraprofessional or professional. This can include hours in practica.
5. Program and personal suitability as determined through a personal interview.
6. All applicants must be aware of, willing, and able to uphold the Social Work Code of Ethics and Standards of Practice.



September 13, 2016

Memorandum to: Undergraduate Education Committee  
From: Maureen Wideman, Director, Teaching and Learning  
Re: Designate for Director, Teaching and Learning

Dear UEC Members,

The Director of Teaching and Learning is asking that the committee allow a designate to sit in her place on the Undergraduate Education Committee. The demand for a representative from Teaching and Learning on various committees has grown significantly in the last two years. To date, the Director sits on almost 30 committees. As a result, the Director has begun sharing her committee workload with others in her department. Recently, the department hired a Faculty Development Consultant, a PhD who has expertise in curriculum development. The Director of Teaching and Learning is asking the committee to allow the Faculty Development Consultant to sit as a designate on UEC.

Thank you for your consideration,

Maureen Wideman, PhD  
Director, Teaching and Learning



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **PROCEDURES**

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#### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

#### **Chair**

The UECAS will determine a chair each September.



## **UEC POLICY SUBCOMMITTEE**

The UEC Policy Subcommittee is a subcommittee of the Undergraduate Education Committee.

### **PURPOSE**

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The purpose of the subcommittee is to suggest new policies or revisions to policies that fall under Items 2 and 4 of the UEC Terms of Reference:

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

### **TERMS OF REFERENCE**

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1. Review Senate Governance Committee requests for policy reviews.
2. Consult with relevant stakeholders where necessary to draft policy revisions.
3. Bring policy drafts to UEC for discussion, approval, or recommendation to Senate.
4. Identify policies in need of revision and propose policy reviews when appropriate.
5. Initiate policy reviews when directed by UEC to do so.

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- Two UEC Faculty members\*
- One UEC Advisor\*
- One IR representative
- One Dean
- One UEC at large member\*

\* Two-year term, renewable.

As needed, the committee will consult specific areas (International Education, Graduate Studies Committee, Continuing Education, specific disciplinary or Faculty areas not otherwise included in the committee, etc.)



## **UEC SCREENING SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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1. Review all course and program proposals for clarity, completeness, and adherence to procedures.
2. Confirm whether a change is minor or major.
3. Determine whether proposals are consistent with current academic policies.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

### **PROCEDURES**

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1. Review all course and program proposals according to the Terms of Reference.
2. Proposals requiring revision, additional information, or further consultation will be returned to the proponent (with a copy to Faculty Council) with a brief description of any required or suggested changes. Revised proposals are to be resubmitted to Faculty Council and then the UEC Screening Subcommittee for further review. Minor editorial changes will be made at the discretion of the UEC Screening Subcommittee and communicated to the proponent and Faculty Council.
3. After proposals have been approved by the UEC Screening Subcommittee, they will be posted for Campus-Wide Consultation.

Quorum will consist of four members. The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Implementation date: September 2014

### **COMPOSITION**

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#### **Membership**

- One UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor\*\*
- CFO/SBC representative

\* Two-year term, renewable. Please note that in the first year of this subcommittee, the UEC Faculty member will have a one-year term to ensure staggered rotation of members.

\*\*Two-year term, renewable.



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Registrar or designate
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.



# MEMO

To: Amanda Grimson for submission to UEC  
From: Dr. Peter Geller, Vice-Provost and Associate Vice President Academic  
Date: September 14, 2016  
Subject: Mid-cycle review of Concept Papers

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In an effort to increase flexibility for groups working on new program initiatives, we recommend the introduction of a mid-cycle review for concept papers. This mid-cycle review would be in addition to the schedule used in 2015-2016, but only up to the Senate stage of the approval process. At this point, we are proposing not to change the frequency at which the Board is asked to approve the *Program Report and Plan* which includes proposed concept papers. Thus, as shown in the column to the far right on p. 2 of this memo, concept papers being reviewed mid-cycle would be presented to the Board for final approval in June, at the same time as the concept papers being reviewed later in the year.

Allowing for a mid-cycle review would require a slight change to the procedures as last approved by UEC and GSC in May 2016 (see track changes on p. 2, first column):

- modify language regarding development of Full Program proposal after Board approval. PWGs would be advised that, while they may wish to develop the full program proposal ahead of the Board approval in June, they would do so at their own risk. But in no case should a Full Program Proposal enter the internal review process prior to the Board approval of the Concept Paper.

Under policy 21, *Undergraduate Course and Program Approval*, and policy 209, *Graduate Course and Program Approval*, a change to procedures is to be approved by these committees, in consultation with the Office of the Vice-Provost. Because APPC is the main senate standing committee involved in this process, APPC's approval is solicited as well.

If approved, this change will be communicated to Senate, Deans and Faculty Councils for information.

**Concept Paper: Approval Procedures and Timeline**

| <b>Steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Timeline</b>                    | <b>Timeline <u>(mid-cycle)</u></b>    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------|
| <b>Development of Concept Paper:</b> PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, the dean, and AVP REGS (for graduate programs). PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.                                                                                                                                                                                                                                                 | Recommended:<br>September-February | <u>Recommended:<br/>April-October</u> |
| <b>Faculty/college council and dean:</b> The PWG presents the Concept Paper to faculty/college council for discussion. The council assistant sends the Concept Paper to the dean and AVP REGS (for graduate programs) for review and approval.                                                                                                                                                                                                                                                                                                                                    | Recommended:<br>March              | <u>Recommended:<br/>November</u>      |
| <b>Provost's recommendation to Academic Planning &amp; Priorities Committee (APPC):</b> Upon approval by the dean and AVP REGS (for graduate programs), the Provost, in consultation with Deans Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are:<br>a) meritorious and supported for development with a specified timetable for implementation and start date;<br>or<br>b) not supported for development (with an explanation). | April                              | <u>January</u>                        |
| <b>APPC:</b> APPC reviews and recommends Concept Papers to be approved for development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | May                                | <u>February</u>                       |
| <b>Senate:</b> Senate reviews and recommends Concept Papers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | June                               | <u>March</u>                          |

|                                                                                                                                                                                                                                                                                                                           |      |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------|
| <p><b>Board:</b> The <i>Program Report and Plan</i>, which includes Concept Papers, is submitted to the Board for approval. <b>Only upon approval by the Board should a Program Working Group proceed with <del>developing the</del>submitting the Full Program Proposal <u>for internal review and approval.</u></b></p> | June | <u>June</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------------|



# MEMO

To: UEC  
From: Sylvie Murray, Program Development and Quality Assurance Coordinator  
Date: July 14, 2016  
Re: Regulations for Combinations of Options within a Degree

---

## **Background**

At the September 3, 2015 UEC meeting, a first draft was presented with the intention to clarify regulations for the combinations of degree options (e.g. majors, honours, minors, concentrations) within bachelor's degrees. Additional research into similar regulations at other universities has been conducted and is summarized in the attached documents.

A working group consisting of Sylvie Murray, Elaine Newman, Director Advising Centre, Michael Levesque, Credential Evaluation Officer and Elaine Harris, Associate Registrar met on June 30, 2016.

Summary of recommendations:

- Limit sharing of upper level credits between any two degree options to two courses (maximum 8 credits). This will prevent excessive double-counting of courses when options have many courses in common and prevent students from receiving several options without completing much extra work.
- Do not set limits on the number of options that could be combined, to maximize flexibility. Students who want to combine more than two majors or minors should be rare, as more than 120 credits will be required.
- Establish a regulation that students may not complete two options in the same discipline, i.e. they cannot complete both a minor and a major, or a major and honours, in the same subject. This has not been allowed in practice, but it is not explicitly stated and could be challenged.

**See page 2 for draft regulations.**

**Motion:** That UEC recommends for approval by Senate the Regulations for Combinations of Options within a Degree as presented.

**Regulations on Combinations of Options Within a Degree (e.g. majors, minors, honours) (DRAFT)**

A degree option is a formal area of academic specialization that may be chosen within a degree, such as a major, minor, honours, extended minor, concentration, etc.

It is generally possible to combine two or more options within a single degree. Combinations of options within a single degree may include a major and minor, a major and two minors, a double major, honours and a minor, and other combinations. Although there is no absolute limit on the options that might be combined within a single degree, completion of more than two options usually requires completion of more than 120 credits.

The following combinations are common; all require completion of a minimum of 44 upper-level credits.

- **Major-minor programs** consist of the major requirements for one subject and the minor requirements for one or more subjects within the framework of a single degree.
- **Double-major programs** consist of the major requirements for each of two subjects within a single degree.
- **Double-minor programs** consist of the minor requirements for each of two subjects within a single degree.
- **Honours-minor** program consist of the requirements for honours in one subject, and the requirements for a minor in one or more subjects.

All the general requirements of the bachelor degree also must be satisfied.

Degree options may be combined within a faculty or, if the degree permits, across faculties.

Departments or schools may exclude certain combinations of degree options. Such exclusions are approved through the program approval process and published in the academic calendar.

Completion of combinations of degree options may require more than 120 credits of course work.

**Course sharing**

When two degree options, such as two majors or a major and a minor, have courses in common, a maximum of two upper level courses (up to 8 credits) may be shared between any two options. Should there be additional courses in common, the student will be required to take other courses in the discipline to make up the credits. Such course substitutions must be approved by the department head or director for the discipline.

Courses used towards completion of degree options may, however, be shared with the general requirements for the degree.

Students are not permitted to complete more than one degree option in the same discipline, e.g., students may not complete both a minor and major, or a major and honours, in the same discipline.

Students wishing to complete a double major or both a major and honours program are advised to consult with a program advisor.



## MEMO

To: UEC  
From: Sylvie Murray, Program Development and Quality Assurance Coordinator  
Peter Geller, Vice-Provost, Associate Vice President, Academic  
Date: Aug 29, 2016  
Subject: Discontinuation of Framework: Extended Studies in a Program

---

In 2002, the UCFV Board approved a framework to “permit the creation of a Certificate in Extended Studies in an area that allows graduates of a program further work to meet additional options of the program.” The Framework is posted on the “UEC Resources and Forms” website [see: <http://www.ufv.ca/media/assets/senate/uec/resources/Extended+Studies+framework.pdf>]

As a result of the recent revision to the *Subsequent and Concurrent Bachelor Degree*” policy (#98, approved by Senate in June 2016), the following regulation was approved to provide a mechanism for the type of upgrade provided by the Extended Studies Framework:

f) A UFV graduate may be permitted to take the courses to complete the requirements of a higher degree option in the same discipline (e.g., a major following a minor) provided the option is available within the same degree. Upon completion, a notation will be made on the transcript that the requirements of the higher option were completed. No adjustment will be made to the degree awarded.

The Framework also allows for Extended Studies certificate to “be used to complete a major, minor or option in another area if students have completed an equivalent level program. For example, a student who has completed a Bachelor of Business Administration may be admitted to the Certificate in Extended Studies in Arts: Major English.” Such situations are governed by the Subsequent and Concurrent Bachelor Degree policy, therefore rendering this provision of the Framework redundant (and contrary to policy).

**Motion:** That UEC recommend discontinuation of the *Framework: Extended Studies in a Program* to Senate and UFV Board of Governors.



## MEMO

To: UEC  
From: Sylvie Murray, Program Development and Quality Assurance Coordinator  
Date: August 30, 2016  
Subject: Template for new Honours degree program

---

This is submitted to UEC for information. See attached.

It has been approved by the Chair, Vice-Chair, and Assistant of UEC in accordance with the Undergraduate Course and Program Approval policy (number 21). It was also approved by the Office of the Registrar.

For your information, a new honours program in a field in which a major is currently offered does not require approval by DQAB or the Ministry. However, internally, it requires approval as a new program (but is exempted from the concept paper stage). Steps 1-7 of the Procedures (May 2016) apply:

1. Orientation meeting – to explain the process and requirements
2. Development of proposal and PDO verification
3. Faculty/college council and dean (department approval is assumed prior to this stage)
4. UEC Screening and CWC for information
5. UEC and SBC
6. APPC
7. Senate

Board approval is also required and is solicited through inclusion in the annual Program Review and Plan (June).

Optimal timeline for the creation of a new Honours (this takes into inclusion in Academic Calendar), assuming a Fall 2016 start for illustrative purposes, is:

- Sept-December 2016: Department prepares the proposal, submits for verification to PDO, presents for approval to Faculty (& curriculum committees as applicable) and Dean
- January 2017: UEC Screening
- February 2017: UEC and SBC
- March 2017: APPC
- April 2017 (May at the latest): Senate
- June 2017: Board, as part of *Program Report and Plan*
- September 2017: publication in Winter 2018 Academic Calendar
- Winter 2018: start date. Students can declare and graduate as soon as requirements are completed



## Honours Degree Program Guidelines and Template

*Use this template for a new Honours degree program in a field in which a major is currently offered. Note that a new Honours degree program in a field in which a major is currently offered does not require DQAB or Ministry approval. Internally, it requires approval as a new program (but is exempted from the concept paper stage). For details about the approval process, please contact the Program Development Office.*

*Please refer to the [General Framework for Honours Degrees](#) posted on the UEC website to ensure the program meets all requirements.*

Program Name

**UNIVERSITY OF THE FRASER VALLEY**

Department  
Faculty

*Honours degree program name, date*



**Name of proposed Honours program:** *e.g., Mathematics Honours*

**Department:**

**Rationale:**

*Include here specific information justifying the need for this new Honours program. Was it recommended by a recent program review? How many students are expected to enrol? What advantage over the major will the program offer students?*

**Resources:**

*What additional resources will delivery of this program require (new course, faculty time, etc.)? Provide evidence of consultation with your Dean and Finance Department or Budget Office.*

**Program Content:**

*All UFV Honours programs should follow the General Framework for Honours Degrees [link] posted on the UEC website. Please explain briefly the main components of your Honours program. How does your proposed Honours compare to similar programs in the field? Indicate which new courses will be created or existing courses revised to support this new program. (Official Course Outlines for any new or revised courses must accompany the proposal.)*

**Proposed Calendar Copy:**

*Entrance requirements*

*How to apply*

*Program Outline*

*Continuance (if applicable)*

*Graduation requirements (if applicable)*

*Honours degree program name, date*

**UEC MEETING DATES AND AGENDA DEADLINES 2016/17**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>       | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|-------------------------------------------|-----------------------------------------------|
| <b>September 30, 2016</b><br>A225 — 10 am | September 21, 2016                            |
| <b>October 28, 2016</b><br>A225 — 10 am   | October 19, 2016                              |
| <b>November 25, 2016</b><br>A225 — 10 am  | November 16, 2016                             |
| <b>December 16, 2016*</b><br>A225 — 10 am | December 7, 2016                              |
| <b>January 27, 2017</b><br>A225 — 10 am   | January 18, 2017                              |
| <b>February 24, 2017</b><br>A225 — 10 am  | February 15, 2017                             |
| <b>March 24, 2017</b><br>A225 — 10 am     | March 15, 2017                                |
| <b>April 21, 2017</b><br>A225 — 10 am     | April 12, 2017                                |
| <b>May 19, 2017</b><br>A225 — 10 am       | May 10, 2017                                  |
| <b>June 16, 2017</b><br>A225 — 10 am      | June 7, 2017                                  |

\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.