



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

December 15, 2017 - 10:00 AM

A225

AGENDA

Page

1. APPROVAL OF THE AGENDA

1.1.

2. APPROVAL OF UEC MINUTES

3 - 5 **2.1.** UEC draft minutes: Nov. 24, 2017

3. COURSES AND PROGRAMS

6 - 18 **3.1. Child, Youth, and Family Services: Course outlines**
Changes including title and course number: CYC 461 (formerly CYC 361)
New course: CYC 462, Transitions: Working with Grief and Loss
New course: CYC 475, Play/Expressive Therapies
Discontinuation: CYC 270

MOTION: To approve the CYC course outlines as presented.

19 - 23 **3.2. Visual Arts: Course outlines**
New course: VA 119, Intro Studio III: Digital Multi-tool

MOTION: To approve the VA 119 course outline as presented.

24 - 40 **3.3. Visual Arts: Program changes**
Program changes: Visual Arts diploma
Program changes: Visual Arts major
Program changes: Visual Arts extended minor

MOTION: To approve the changes to the Visual Arts diploma, major, and extended minor as presented, effective September 2018.

41 - 51 **3.4. Business: Course outlines**
New course: BUS 353, Business Process Management
Review with changes including prerequisites: BUS 457

- 52 - 3.5. **Business: Program changes**
94 Change to program requirements: BBA Operations Management/Management Information Systems minor
Changes to program and entrance requirements, and name change: Business Administration (Aviation) diploma (formerly Aviation diploma (two-year program))
Changes to program and entrance requirements: BBA (Aviation)

MOTION: To approve the changes to the BBA Operations Management/Management Information Systems minor as presented, effective September 2018.

MOTION: To recommend the changes to the Business Administration (Aviation) diploma program and entrance requirements, including a name change from Aviation diploma (two-year program), effective September 2018.

MOTION: To recommend the changes to the Bachelor of Business Administration (Aviation) program and entrance requirements as presented, effective September 2018.

4. PROGRAMS

5. OTHER BUSINESS/DISCUSSION ITEMS

- 5.1. Admissions Subcommittee report**
- 5.2. Transfer Credit Subcommittee report**
- 5.3. Policy Subcommittee report**
- 5.4. Senate report**

6. INFORMATION ITEMS

- 6.1. Minor course changes** (outlines will be available at www.ufv.ca/calendar/courseoutlines)
BUS 403

7. ADJOURNMENT



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

November 24, 2017
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT: Donna Alary, Adrianna Bakos, Maria Bos-Chan, Sue Brigden, Rhonda Colwell, John English, Peter Geller, Nancy Goad, Ceilidh Hart, David Johnston, Bruce Kirkley, David McGuire, Elaine Newman, Teresa Piper, Kirsten Robertson, Mary Saudelli, Eric Spalding, Ben Vanderlei, and Simon Xi
ABSENT: Heather Compeau, Vlad Dvoracek, Shirley Hardman, Emilio Landolfi, Samantha Patridge, Arashpreet Tamber, and Dildar Virdi
GUESTS: Marlene Murray, Steven Schroeder
RECORDER: Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: October 27, 2017

MOTION:

To approve the draft minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. History: Course outlines

New course: HIST 100, Introduction to World History
New course: HIST 119, Ancient Greece and Rome

MOTION:

To approve the HIST course outlines as presented.
CARRIED

3.2. History: Program changes

Change to program requirements: History major
Change to program requirements: History extended minor

MOTION:

To approve the changes to the History major and extended minor as presented, effective September 2018.
CARRIED

3.3. Modern Languages

New program: Intermediate Proficiency associate certificate in German

MOTION:

UEC Draft Minutes
24 Nov 2017

To approve the new Intermediate Proficiency associate certificate in German as presented.
CARRIED

3.4. Peace and Conflict Studies

Change to program requirements: Peace and Conflict Studies major

MOTION:

To approve the changes to the Peace and Conflict Studies major as presented, effective September 2018.
CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Transfer Credit Subcommittee membership

The advisor position on this subcommittee has been vacant. Holly Zonneveld has volunteered to fill this role.

Membership:

- Registrar or designate: David Johnston
- Two UEC members: Peter Gellar, Simon Xi
- At least two additional faculty: Maria Bos-Chan, Teresa Piper
- One advisor: Holly Zonneveld

MOTION:

To add Holly Zonneveld to the Transfer Credit Subcommittee
CARRIED

4.2. Creation of Course Credits Subcommittee

This will be a new ad-hoc subcommittee to review policy 105 and develop guidelines for determining course credit. This subcommittee will also consult with the Graduate Studies Committee, which is developing similar guidelines.

Samantha Patridge, Teresa Piper, David Johnston, Sue Brigden, John English, and Donna Alary volunteered to sit on this subcommittee. This group will meet at its earliest possible convenience, chaired by UEC Vice Chair David Johnston.

4.3. Policy Subcommittee report

The policy Subcommittee received a request from the Office of Program Development and Quality Assurance to clarify the approval procedures for new programs. New programs must be approved by both UEC (or GSC) and the Senate Budget Committee (SBC) prior to Senate, but the procedures do not specify an order for these steps. Occasionally SBC may see a program before UEC or GSC, which could be problematic if the program is changed at UEC or GSC. Although the intention has been that UEC and SBC could review proposals simultaneously, the academic aspects should be approved before the financial ones.

It was also noted that new courses or substantially revised courses that are part

UEC Draft Minutes
24 Nov 2017

of a new program must come as part of the package, rather than being submitted later. Sometimes programs might get as far as the ministry without key courses having been created.

The procedures document will be revised to reflect these changes.

The Policy Subcommittee will also be reviewing policies 21 and 107.

4.4. Admissions Subcommittee report

This subcommittee has not yet met. UEC recently provided key recommendations regarding changes to the B.C. high school curriculum; the ministry has delayed implementation of these changes by one year.

4.5. Senate report

Senate approved the changes to the Certified Dental Assistant certificate and Agriculture programs as recommended.

5. INFORMATION ITEMS

5.1. Guidelines for Dual-listed Graduate Courses

6. ADJOURNMENT

The meeting was adjourned at 10:55 am.

Memo for Course Changes

To: To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 19 May 2017

Subject: *Proposal for revision of CYC 360E to CYC 461 Child Life and Community Health (major changes)*

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: *This course has been delivered for several years as CYC 360E with a Special Topics designation. To support our recent curricular plan to dual-list this course with the Graduate Certificate in Child Life and Community Health, we now however need to renumber this course, remove it from the “Special Topics” designation, and revise the requirements to a 400-level. These revisions include the addition of resource materials, and adjustment of learning outcomes, although the curriculum remains equivalent to the CYC 360E course.*
3. *The change of course number and evaluation is to facilitate a move from a 300-level course to a 400-level course, as required for a course dual-listed with a graduate level course. (A chart specifying the dual-listing is enclosed.)*
4. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): *There are minor changes to wording to align it with requirements of a 400-level course.*
5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Not applicable*
6. Which program areas have been consulted about the change(s)? *CYFS (Also the Graduate Studies office and Program Development Office)*
7. What consideration has been given to indigenizing the curriculum? *We have a CYC specific indigenous course that all CYC students take.*
8. If this course is not eligible for PLAR, explain why: *Not applicable as this course is eligible for PLAR.*

9. 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: *Not applicable as credit value, class size limit, frequency and resources remain the same as the current offering of CYC 360E.*
 - a. Credit value
 - b. Class size limit
 - c. Frequency of offering
 - d. Resources required (labs, equipment)
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *There are no field trips required for this course as it is offered in one location. This course has been offered fully on UFV campus, or fully on-site at Children's Hospital in Vancouver, in the same intensive 5 day / week format.*
11. Estimate of the typical costs for this course, including textbooks and other materials: *\$200 plus tuition.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: CYC 461	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Child Life and Community Health Course Short Title (if title exceeds 30 characters): Child Life & Community Health																	
Faculty: Faculty of Professional Studies	Department (or program if no department): Child, Youth, and Family Studies																
Calendar Description: This course is the foundation to child life practice in hospitals. Considers professional issues and theoretical perspective for practice. Note: This course is dual-listed with CYC 761. Students with credit for CYC 360E or CYC 761 cannot take this course for further credit.																	
Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care or department head's permission.																
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: CYC 360E Cross-listed with: Dual-listed with: CYC 761 Equivalent course(s): CYC 761 <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>	Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>39</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>6</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>Total</td> <td>45</td> </tr> </table>	Lecture hours	39	Seminars/tutorials/workshops	6	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
Lecture hours	39																
Seminars/tutorials/workshops	6																
Laboratory hours																	
Field experience hours																	
Experiential (practicum, internship, etc.)																	
Online learning activities																	
Other contact hours:																	
Total	45																
Maximum enrolment (for information only): 24 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Maple Melder Crozier	Date approved: May 2017																
Faculty Council approval	Date approved: June 2, 2017																
Campus-Wide Consultation (CWC)	Date of posting: October 13, 2017																
Dean/Associate VP: Tracy Ryder Glass	Date approved: June 2, 2017																
Undergraduate Education Committee (UEC) approval	Date of meeting: December 15, 2017																

Learning Outcomes

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

- Discuss the effects of hospitalization and illness on children, youth and families
- Articulate the role and function of child life specialists and related community health providers
- Summarize various types of child life interventions
- Review child life programs in BC and Canada and how they link with community programs
- Identify key child life resources and professional associations

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

Typical Instructional Methods

This course utilized a combination of short lectures, discussions and case-based students presentations/demonstrations

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. Thompson, D.	The Handbook of Child Life: A Guide for Pediatric Psychosocial Care	1st	Charles C Thomas	2009
2. Gaynard, et al	Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project	1st	Child Life Council	1990
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Additional readings and resources will be made available to students for supplementary reading.

Pediatric Health Care Play Kits

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	90%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Class activities & discussions	10%	Other:		Other:	%	Total:	100%

Details (if necessary):

Assignments include:

- Pediatric Diagnosis and Development: a biopsychosocial approach 30%
- Child Life Assessment and Plan: 30%
- Child Life or Community Health Special Project: 30%

Typical Course Content and Topics

Reactions of children and adolescents to hospitalization

Working with parents and families

Therapeutic relationships

Play programs for hospitalized children

Preparing children for medical encounters

Advocacy

Working as part of a health care team

Volunteer supervision

Transition to home and school

Bereavement follow-up

Community Health

	CYC 461 -- CYC Undergrad BA	CYC 761 -- Child Life Grad Certificate
Calendar description	Focuses on child life practice in hospitals and other health environments. Considers theoretical perspectives for working with children and youth with acute or chronic physical, psychosocial and biopsychosocial/spiritual needs and how these impact patients and families.	This course explores theoretical perspectives for working with children and families in health care environments. Topics include impact of illness, injury and health care on patients and families, therapeutic play, preparation, family centered care, scope of practice and professionalism.
Learning outcomes	<ul style="list-style-type: none"> Discuss the effects of hospitalization and illness on children, youth and families Articulate the role and function of child life specialists and related community health providers Summarize various types of child life interventions Review child life programs in BC and Canada and how they link with community programs Identify key child life resources and professional associations 	<ol style="list-style-type: none"> Appraise information from the Association of Child Life Professionals, including the Official Documents in practice in the North America. Specify the scope of professional practice of child life in healthcare environments. Articulate the impact of illness, injury and health care on children, youth and families in the context of developmental theory. Integrate the key principles of family centered care in child life practice. Synthesize the rationale for, and techniques and outcomes of, the utilization of therapeutic play and preparation for children, youth and families in health care.
Readings	The Handbook of Child Life: A Guide for Pediatric Psychosocial Care	Psychosocial Care of Children in Hospitals: A Clinical Practice Manual from the ACCH Child Life Research Project The Handbook of Child Life: A Guide for Pediatric Psychosocial Care ACLP website links
Evaluation methods and weighting	90 % Assignments: <ul style="list-style-type: none"> Pediatric Diagnosis & Development: a biopsychosocial approach 30% , Child Life Assessment & Plan: 30%, Child Life or Community Health Special Project: 30% 10 % Class discussion/participation	70 % Assignments aligned with standards of: <ul style="list-style-type: none"> Child Life Council Competencies https://www.childlife.org/files/ChildLifeCompetenciesUPDATED.pdf Child Life Council Standards of Clinical Practice https://www.childlife.org/files/StandardsofClinicalPractice.pdf Evidenced Based Practice Statements – Assessment, Preparation, Play https://www.childlife.org/Resource%20Library/EBPStatements.cfm 30% Grad seminar
Typical course content	Reactions of children and adolescents to hospitalization Working with parents and families Therapeutic relationships Play programs for hospitalized children Preparing children for medical encounters Advocacy Working as part of a health care team Volunteer supervision Transition to home and school Bereavement follow-up Community Health	Experiences in hospitals Cultural competence/cultural safety Review of CLC site Use of age-appropriate language CLC Official documents Communicating with children Supportive interactions in hospital Preparation for Interventions Theoretical orientations/Research review Relationships, families and boundary issues Pediatric diagnosis & development Pain management Applications of Assessment & Planning Transitions: Community, school, hospice care, loss Case Study practice Interdisciplinary practice Documentation practices Structure & organization of child life programs Evidence-based Clinical Practice Child life internship & certification standards Ongoing professional development Introduction to Play Addressing Separation
Practicum hours	460	600

Memo for New Course

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 27 August 2017

Subject: Proposal for new course CYC 462 Transitions: Working with Grief & Loss**1. Rationale for new course:**

Most people experience some form of loss in their lifetime, be it of a parent, a move of home that causes a loss of friends and school, or a pet. This course provides students with tools to help their clients work through the experience of loss, and the grief caused by that loss. It provides supportive techniques based on Indigenous ways of walking through grief and loss, as well as theoretical perspectives.

The topic area was suggested as necessary curriculum by students and by an employer group.

This course is dual-listed with CYC 762, being offered in our Graduate Certificate in Child Life and Community Health.

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

This course will be a 400-level in our BA CYC program, and dual-listed at the 700-level in our Grad Certificate in Child Life and Community Health.

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

It aligns with the CYC values of relationship-based and strength-based service to those in need. It is based on curriculum that is Indigenous in perspective, thus adding significant knowledge and techniques for students preparing to be Child and Youth Care workers.

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

No. This course is an elective in the BACYC. It would of course be useful for anyone in the field of human service.

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

No program areas have been consulted.

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

This is not applicable.

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

The curriculum of this course is based on Indigenous materials, developed by a local First Nations group, that they have generously shared with us. Additionally, we have an Indigenous Perspectives course, CYC 202 taken by all our CYC students.

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

This course is eligible for PLAR.

9. Explain how each of the following 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)

This will be a 3-credit program elective. Class size will be our standard of 24 for electives and the course will be offered annually. Any new resources for the library will be budgeted through the Graduate Certificate in CLCH, CYC 762, with which it is dual listed.

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

There are no field trips associated with this course.

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

Beyond tuition the only expected cost is approximately \$150.00 for textbooks.

CWC comments and responses:

- Is admission to the program a sufficient prerequisite for this course? Would this be suitable for a first-year student to take?

Yes this would be appropriate for any level of student.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: CYC 462	Number of Credits: 3 Course credit policy (105)
Course Full Title: Transitions: Working with Grief and Loss	
Course Short Title (if title exceeds 30 characters): Transition with Grief and Loss	
Faculty: Faculty of Professional Studies	Department (or program if no department): Child Youth and Family Studies
Calendar Description: All people experience grief and loss. Based on Indigenous ways of moving forward after these events, this curriculum provides students with knowledge of how to help children, youth, and families navigate these transitions while providing support for the journey.	
Note: This course is dual-listed with CYC 762. Students with credit for CYC 762 cannot take this course for further credit.	
Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: CYC 762 Equivalent course(s): CYC 762 <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>	Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .
Total Hours: 45 Typical structure of instructional hours:	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
Department / Program Head or Director: Dr. Maple Melder Crozier	Date approved: September 1, 2017
Faculty Council approval	Date approved: September 15, 2017
Campus-Wide Consultation (CWC)	Date of posting: October 13, 2017
Dean/Associate VP: Dr. Tracy Ryder Glass	Date approved: September 15, 2017
Undergraduate Education Committee (UEC) approval	Date of meeting: December 15, 2017

Learning Outcomes

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

1. Define the five stages of grief
2. Discuss varying forms of loss
3. Describe supportive language to talk about death and dying
4. Review strategies for dealing with the pain of grief using an Indigenous perspective.an Indigenous perspective, review strategies for dealing with the pain of grief.
5. Articulate a repertoire of healing methodologies

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)

Lecture, discussion, small group work, guest speakers

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. Walsh, K	Grief and Loss: Theories and Skills for the Helping Professions	<input checked="" type="checkbox"/>	Pearson	2011
2. Nielsen, M.; Cochran, A.; Doyle, J.	Walking Forward: Grief and Loss Program for Children and Youth	<input checked="" type="checkbox"/>	Nlaka'pamux Nation Tribal Council and Fraser Thompson Indian Services Society	2012
3. Kubler-Ross, E.; Kessler, D.	Grief and Grieving: Finding the Meaning of Grief through the Five Stages of Loss	<input checked="" type="checkbox"/>	Scribner	2014
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Supplemental readings will be provided

Typical Evaluation Methods and Weighting

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

Details (if necessary):**Typical Course Content and Topics**

The stages of grief
 Memorials and moving on
 Variety and impact of losses
 Shame or guilt in grief and loss
 Secondary effects of loss
 Compassion fatigue
 Cleansing and tears
 Worries and wishes
 Memories

Memo for New Course

To: Undergraduate Education Committee (UEC), Dr. Tracy Ryder Glass, Dean of Professional Studies

From: Dr. Maple Melder Crozier, Department Head, Child Youth & Family Studies (CYFS)

Date: 22 Nov 2017

Subject: Proposal for new course CYC 475 Expressive Therapies for Child and Youth Care**1. Rationale for new course:**

This course has been offered as a Special Topics CYC 360N. CYFS regularized it to become CYC 270 Expressive Therapies in accordance with our move to a first-year entry, though it was never delivered with that course number. We then initiated a Graduate Certificate in Child Life and Community Health within our department, with the Expressive Therapies course as part of that. In working through the requirements for dual-listing the Grad Cert courses with our undergrad courses, this course then needed to be revised to an upper level, fourth year course revising all requirements to a 4th year level. Since there were so many changes needed to the content, including the addition of resource materials, a greater number and depth of assessments, and a variety of evaluation methods, course learning outcomes and assessment. It was suggested by the UEC sub-committee that the CYC 475 Play/Expressive Therapies be resubmitted to UEC as a new course rather than as a major change.

CYC 270 (formerly CYC 360N) should also be discontinued at this time.**2. How this new course fits into program(s):**

This course will be a 400-level in our BA CYC program, and dual-listed at the 700-level in our Grad Certificate in Child Life and Community Health.

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

This course aligns with the CYC values of relationship-based and strength-based service to those in need, adding a significant number of knowledge and techniques for students preparing to be Child and Youth Care practitioners.

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

No, this course is not required by any other program; however it has been taken by students from five other departments/schools.

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

We have consulted with the library (regarding the Grad Cert in CLCH concerning resources for the upper-level and grad-level delivery of this course), the Graduate Studies office and Program Development Office, and CYFS.

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

Not applicable

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

All students in the BA in CYC take a CYC 202 course called Indigenous Perspectives. CYC 475 offers the opportunity for students to do an assignment based on the TRC.

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

This course is eligible for PLAR.

9. Explain how each of the following 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)

There are no changes in these areas. The Credit value, class size limit, frequency of offering have not changed, and the resources are already available from the delivery of CYC 360E.

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

There are no field trips in this course.

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

There are no costs other than the textbooks or course-packs for this course.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: CYC 475		Number of Credits: 3 <small>Course credit policy (105)</small>
Course Full Title: Play/Expressive Therapies		
Course Short Title (if title exceeds 30 characters): Play/Expressive Therapies		
Faculty: Faculty of Professional Studies	Department (or program if no department): Child Youth & Family Studies	
Calendar Description:		
Five different expressive therapies will be taught by five different practitioners in the field of CYC, highlighting the benefits of each. Play, art, outdoor adventure, horticulture, and music will be explored and experienced, along with a variety of techniques used in each of these areas, all in the context of play.		
Note: This course is dual-listed with CYC 775. Students with credit for CYC 360N or CYC 775 cannot take this course for further credit.		
Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care or department head's permission.	
Corequisites (if applicable, or NONE):	None	
Pre/corequisites (if applicable, or NONE):	None	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: CYC 775 Equivalent course(s): CYC 360N, CYC 270, CYC 775 <small>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.</small>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .
Total Hours: 45 Typical structure of instructional hours:		Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <small>Note: The specific topic will be recorded when offered.</small>
		Maximum enrolment (for information only): 24 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually
Department / Program Head or Director: Dr. Maple Melder Crozier		Date approved: May 2017
Faculty Council approval		Date approved: June 2, 2017
Campus-Wide Consultation (CWC)		Date of posting: October 13, 2017
Dean/Associate VP: Dr. Tracy Ryder Glass		Date approved: June 2, 2017
Undergraduate Education Committee (UEC) approval		Date of meeting: December 15, 2017

Learning Outcomes

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

- Critique expressive therapies and their uses with children, youth and families;
- Distinguish play, music, outdoor adventure, art, and horticultural from a perspective of indigenous culture;
- Integrate techniques of play/expressive therapy into their skills;
- Assess when to use various techniques of play/expressive therapies in their practice with children, youth, families;
- Differentiate between a medium such as play, and the therapy it can produce;
- Compile several innovative techniques to engage children and youth in therapy.

Prior Learning Assessment and Recognition (PLAR)

Yes No

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

Enquiry-based, lectures, discussions, experiential learning activities, storytelling, small group tasks.

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. Landreth, G.	Play Therapy: the Art of the Relationship	<input checked="" type="checkbox"/>	Routledge	
2. Davis, William B., Gfeller, Kate E., Thaut, Michael H.	An Introduction to Music Therapy Theory and Practice	<input checked="" type="checkbox"/>	The American Music Therapy Association	
3. Santostefano, Sebastiano	Child Therapy in the Great Outdoors: A Relational View	<input checked="" type="checkbox"/>	Routledge	
4. Wadeson, Harriet	Art Therapy Practice: Innovative Approaches with Diverse Populations	<input checked="" type="checkbox"/>	Wiley	
5. Haller, Rebecca, & Kramer, Christine	Horticulture Therapy Methods: Making Connections in Health Care, Human Service, And Community Programs Through Horticulture)	<input checked="" type="checkbox"/>	CRC Press	

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

Reading lists or a course-pack of chapters from the above textbooks may be used.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Essay:	60%	Participation journal:	30%	Hands on experiences:	10%	Total:	100%

Details (if necessary):**Typical course content and topics:**

- Play Therapy (directive and non-directive)
- Art Therapy
- Outdoor Therapy
- Horticulture Therapy
- Music Therapy
- Using expressive therapies in the context of play to help children and youth cope in their daily lives
- A variety of techniques such as puppetry, sand play, books, humour, and games
- Guiding children and youth to psychological health through expressive therapies and play

Memo for New Course

To: Alisa Webb, CACC

From: Shelley Stefan – Visual Arts Department Head

Date: October 2, 2017

Subject: Proposal for new course VA 119 – Intro to Studio III: Digital Multi-tool**1. Rationale for new course:**

- a. This course addresses the need for a catch-all digital skills course that enhances students' capabilities in the necessary and current digital media platforms that are involved in being a successful artist today.

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

- a. This course will be an additional option in the foundation requirements in both the VA Diploma and the VA Major (program changes are currently in progress).

Note: Adding this course to a program will usually require a program change request.

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

- a. The addition of this new course addresses student interest and curricular demand as well as allows for the VA Department and its related programs to keep up with the demands and innovations in current media technologies as it relates to Visual and contemporary arts.

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

- a. No

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

- a. The Visual Arts department has consulted with both Media Arts and Graphic Design. Graphic Design sees no conflict or overlap. It was clarified with Media Arts that VA 119 is an introductory course and does not contain any of the kinds of specialized applications that THEA 311 might cover. Some equivalent courses might be:

VISA 110 at UBC

<https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=1&dept=VIS>

FINA 1135 at Kwantlen <https://www.kpu.ca/calendar/2016-17/courses/fina/index.html>

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

- a. Not required

7. What consideration has been given to indigenizing the curriculum?
 - a. The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs. Furthermore, as digital platforms are increasingly used for the purposes of archiving and storytelling, skills taught in this course serve as a valuable launch pad for students to pursue further studios in audio-video media, and photography, and to incorporate time based media as practical tools for creative expression. If this course is not eligible for PLAR, explain why:
8. Explain how each of the following will affect the budget for your area or any other area:
 - a. Will not affect the budget
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
 - a. Not required
10. Estimate of the typical costs for this course, including textbooks and other materials:
 - a. Standard UFV tuition
 - b. Textbooks and materials – basic required material costs fall between \$50-\$100 (binder, notebook, pens, usb memory, printing papers). Optional costs might include personal software (to install at home), still camera with video capability (most students already have such devices, but could upgrade if they chose

CWC comments and responses:

- Suggest revising the title from “Digital Multi-tool” to “Multiple Digital Tools”.

The idea of “Digital Multi-Tool” and therefore this original title, is important here. The image itself implies a ‘one’ that can do many. Specific to this course, it would be to achieve familiarity and competency for artists to use the computer to make art. But more than that, it is this interface of humans and computers that becomes the multi-tool capable of producing artwork across different media. “Multiple Digital Tools” does not evoke this idea at all, but references still an image of separate tools rattling around in a toolbox - some get used, some don’t, some get lost... This is not what we want. We want students to become more like digital Swiss-army knives, able to MacGyver artistic practice with computers.

- “Student-directed learning” hours have been removed from some other VA courses; should they be removed from this course as well?

The 8 hours of student directed learning was a way to address the disparity between the 60 total hours, and the fact that 4hours x 13weeks only adds up to 52 hours.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: VA 119	Number of Credits: 3 Course credit policy (105)
Course Full Title: Intro Studio III: Digital Multi-tool	
Course Short Title (if title exceeds 30 characters):	
Faculty: Faculty of Humanities	Department (or program if no department): Visual Arts
Calendar Description: This foundation course provides students with the skills to use readily accessible equipment and software tools for creative art projects. Digital imaging, audio-visual media, as well as techniques for personal documentation and archiving are explored.	
Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <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>	<p>Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca.</p>
Total Hours: 60 Typical structure of instructional hours:	<p>Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i></p>
<p>Maximum enrolment (for information only): 24 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually</p>	
Department / Program Head or Director: Shelley Stefan	Date approved: June 15, 2017
Faculty Council approval	Date approved: October 15, 2017
Campus-Wide Consultation (CWC)	Date of posting: November 17, 2017
Dean/Associate VP: Jacqueline Nolte	Date approved: October 15, 2017
Undergraduate Education Committee (UEC) approval	Date of meeting: December 15, 2017

Learning Outcomes

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

1. Make media based art, from conception to realization, using creative problem-solving skills in relation to course projects.
2. Use audio-visual recording equipment to initiate the production of media based artworks.
3. Apply software techniques for still image and audio-video art production.
4. Demonstrate effective judgments and intentions involved in creating coherent artwork using digital multi tools.
5. Analyze various contemporary artists and artworks utilizing digital multi tools.
6. Identify brief introductory histories in the development of media based practices across visual art disciplines.
7. Use audio-visual recording equipment to document their own extended practices in the visual arts
8. Use digital media tools competently

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 content will be explored through studio projects, lectures, presentations, technical quizzes, & class critiques.

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. Augaitis, Diana (Ed.)	MashUp: The Birth of Modern Culture	<input type="checkbox"/>	Black Dog	2016
2. Chavez, Conrad & Faulkner, Andrew	Adobe Photoshop CC Classroom in a Book	<input type="checkbox"/>	Adobe Press	2015
3. Evans, John & Straub, Katrin	Adobe Photoshop Lightroom CC Classroom in a Book	<input type="checkbox"/>	Adobe Press	2015
4. Miller, Aaron & Pogue, David	iMovie: The Missing Manual,	<input type="checkbox"/>	O'Reilly Media	2014
5.		<input type="checkbox"/>		

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

Students will need their own USB memory or external hard drive and earphones/headphones. Having their camera or other device to digitally record photo, video, and audio, is also an asset.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	70%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	15%	Lab work:	%	Field experience:	%	Shop work:	%
Presentation:	10%	Attendance:	5%	Other:	%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Module 1 (4 weeks):

- introduction to digital camera systems, camera controls, and digital imaging basics
- computer based workflow for digital image files
- image editing techniques using software
- digital imaging technical projects, creative project, and class critique

Module 2 (3-4 weeks):

- introduction to audio recording equipment, audio capture basics
- computer based workflow for audio files
- audio editing and multi-tracking strategies using software
- digital audio and sound technical project, creative project, and class critique

Module 3 (5 weeks):

- introduction to video recording equipment, and video capture basics
- computer based workflow for video files
- file management and compression handling strategies
- video editing practices using software
- digital video technical project, creative project, and final class critique

VA 119

University of the Fraser Valley Transfer Credit Request Form**Transfer Credit Request Form**

Please fill out this form if transfer credit should be requested.

<u>Institution code</u>	<u>Full Institution name</u>	<u>Transfer credit exists</u>	<u>Request transfer credit</u>
AI	Art Institute of Vancouver	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ALEX	Alexander College	<input type="checkbox"/>	<input type="checkbox"/>
ASM	Acsenda School of Management	<input type="checkbox"/>	<input type="checkbox"/>
AU	Athabasca University	<input type="checkbox"/>	<input type="checkbox"/>
CAPU	Capilano University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CNC	College of New Caledonia	<input type="checkbox"/>	<input type="checkbox"/>
COTR	College of the Rockies	<input type="checkbox"/>	<input type="checkbox"/>
COLU	Columbia College	<input type="checkbox"/>	<input type="checkbox"/>
COQU	Coquitlam College	<input type="checkbox"/>	<input type="checkbox"/>
DOUG	Douglas College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EC	Emily Carr University of Art & Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FDU	Fairleigh Dickinson University	<input type="checkbox"/>	<input type="checkbox"/>
JIBC	Justice Institute of BC	<input type="checkbox"/>	<input type="checkbox"/>
KWAN	Kwantlen Polytechnic University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NVIT	Nicola Valley Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
NIC	North Island College	<input type="checkbox"/>	<input type="checkbox"/>
NLC	Northern Lights College	<input type="checkbox"/>	<input type="checkbox"/>
NWCC	Northwest Community College	<input type="checkbox"/>	<input type="checkbox"/>
OC	Okanagan College	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SFU	Simon Fraser University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TRU	Thompson Rivers University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TRU-OL	Thompson Rivers University, Open Learning	<input type="checkbox"/>	<input type="checkbox"/>
TWU	Trinity Western University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UBC	University of British Columbia- Vancouver Campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UBCO	University of British Columbia- Okanagan Campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UCW	University Canada West	<input type="checkbox"/>	<input type="checkbox"/>
UNBC	University of Northern BC	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UVIC	University of Victoria	<input type="checkbox"/>	<input checked="" type="checkbox"/>
VCC	Vancouver Community College	<input type="checkbox"/>	<input type="checkbox"/>
VIU	Vancouver Island University	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Visit www.bccat.ca/articulate/additions/upperpolicy for a list of the institutions that will articulate upper-level courses.

For further information on identifying appropriate receiving institutions, please see the following webpage:
http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241

Memo for Program Changes

To: Alisa Webb, CACC

From: Shelley Stefan – VA Department Head

Date: October 2, 2017

Subject: Program change Visual Arts Diploma**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:

2. Rationale for change(s):

- a. The addition of VA 119 – Intro to Studio III: Digital Multi-tools (in approval process) addresses the need for a catch-all digital skills course that enhances students' capabilities in the necessary and current digital media platforms that are involved in being a successful artist today.
- b. Removing the specific core studio requirements at the 200-level allows students to meet the upper level pre-requisites in a variety of ways, while also protecting the integrity of the curriculum at the lower level. The changes in wording provide a more efficient and easy-to-understand way for students to navigate and comprehend the program.

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

- a. The addition of the new course addresses student interest and curricular demand. It also allows the VA Department and related programs to keep up with innovations in current media technologies as they relate to artistic practice.

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

- a. The VA department undertakes a range of initiatives at that aim to indigenize the academy, and regularly incorporates indigenous content into curriculum and programs.

5. Will additional resources be required? If so, how will these costs be covered? 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?
 - a. No impact
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?
 - a. No. This is a new course option in the Foundation studio area, but will replace existing sections taught by the same faculty.
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.
 - a. No change
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.

CWC comments and responses:

- Note that for consistency within the calendar, courses will be displayed in tables rather than bulleted lists wherever possible.

The committee felt that the use of tables led to a lack of clarity in how students are able to navigate the multiple permutations of courses in the studio disciplines. They ask that the tables be sent to the committee for review before publication.

- Has the department considered allowing CMNS 125 as an alternative to ENGL 105?

The committee agrees to the inclusion of CMNS 125 as an alternate course to ENGL 105.

Visual Arts Diploma

Program outline

Visual Arts Studio requirements: 30 credits

Foundation Requirements: 12 credits

- One of VA 101 or VA 113
- VA 115
- VA 116
- One of VAa 119, VA 160, or VA 180

Studio Core Requirements: 18 credits

18 credits of 200-level VA courses with no more than six credits from VA 221, 222, 223, or 224

Course	Title	Credits
VA 113	Introduction to Drawing	3
VA 115	Introductory Studio I: Material Processes	3
VA 116	Introductory Studio II: Space, Form, and Time	3
Choose one of:		3
VA 160	Introduction to Video Production	
or VA 180	Digital Photography I (see Note)	

Choose three of:		9
VA 223	Painting and Drawing I	
VA 231	Sculpture I	
VA 251	Print Media I	
VA 271	New Media I—Introduction to Electronic Media	
VA 283	Photography I	
Choose three of:		9
VA 224	Painting and Drawing II	
VA 232	Sculpture II	
VA 252	Print Media II	
VA 272	New Media II—Computational Media Art	
VA 284	Photography II (see Note)	

Note: Students laddering into the BFA are encouraged to ~~choose~~ consult with the BFA Academic Advisor to choose 200-level courses that will meet the 300-level pre-requisites for three full studio streams.

~~Note: Students with credit for VA 180 may omit VA 284 and complete an extra elective course as described below.~~

Art History requirements: 15 credits

- AH 102 and 3 additional credits of 100-level Art History
- AH 200 and 3 additional credits of 200-level Art History
- 3 additional credits of Art History, 100-level or higher

Course	Title	Credits
AH 102	History of Western Art: 1400 to the Present	3
100-level Art History course		3
AH 200	Critical Approaches to Thinking and Writing about Art	3
or AH 205/VA 205	Art Practices and Popular Culture I	-
200-level Art History course		3

~~Art History course, 100-level or higher~~

~~3~~

Writing requirements: 3 credits

- [ENGL 105 or CMNS 125 \(See Note 1\)](#)

Course	Title	Credits
ENGL 105 (see Note 1)	Academic Writing	3

Note 1: Students who received an A in English 12 or equivalent (English Literature 12, English 12 First Peoples, IB English A (standard level or higher level), or AP English), ENGL 091, or ENGL 099 may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

Note 2: UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

Elective requirements: 12 credits

12 credits chosen from:

- Additional Visual Arts credits
- Up to six credits may be BFA-related electives other than VA, chosen from Art History, Fashion Design, Film Studies, Graphic Design, MACS, or Theatre; any ENGL course designated as Creative Writing; or LAS 100 or 206
- Three credits may be any ENGL 100-level or higher, or CMNS 155

Memo for Program Changes

To: Alisa Webb, CACC

From: Shelley Stefan – VA Department Head

Date:

Subject: Program change Visual Arts Major**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:

2. Rationale for change(s):

- a. The addition of VA 119 – Intro to Studio III: Digital Multi-tools (in approval process) addresses the need for a catch-all digital skills course that enhances students' capabilities in the necessary and current digital media platforms that are involved in being a successful artist today.
- b. Removing the specific core studio requirements at the 200-level allows students to meet the upper level pre-requisites in a variety of ways, while also protecting the integrity of the curriculum at the lower level. The changes in wording provide a more efficient and easy-to-understand way for students to navigate and comprehend the program.
- c. The removal of VA 371/VA 372 from the Upper-level requirements was made due to budgetary/workload reasons. Students taking the Lower-level courses in New Media will be able to complete the stream with the alternate courses VA 331/VA332.

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

- a. The addition of the new courses addresses student interest and curricular demand as well as allows for the VA Department and its related programs to keep up with the demands and innovations in current media technologies as it relates to Visual and contemporary arts.

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

- a. The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.
5. Will additional resources be required? If so, how will these costs be covered?
 - a. No
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
 - a. No impact
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?
 - a. 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.):
 - a. No additional resources required
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.
 - a. No change
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.

CWC comments and responses:

- Note that for consistency within the calendar, courses will be displayed in tables rather than bulleted lists wherever possible.

The committee felt that the use of tables led to a lack of clarity in how students are able to navigate the multiple permutations of courses in the studio disciplines. They ask that the tables be sent to the committee for review before publication.

Visual Arts major

This section specifies the Visual Arts major requirements only. Please refer to the [Bachelor of Fine Arts](#) section for information on additional requirements.

Foundation studio: 12 credits

- [One of VA 101 or VA 113](#)
- [VA 115](#)
- [VA 116](#)
- [One of VA 119, VA 160, or VA 180](#)

Course	Title	Credits
VA 113	Introduction to Drawing	3
VA 115	Introductory Studio I: Material Processes	3
VA 116	Introductory Studio II: Space, Form, and Time	3
VA 160	Introduction to Video Production	3
or VA 180	Digital Photography	

Core studio: 36 credits

Lower Level Core Studio Requirements

- 18 credits chosen from 200-level VA courses

Course	Title	Credits
Studio I through IV of three complete studio disciplines:		36
<u>VA 223, 224, 321, and 322</u>	<u>Painting/Drawing I, II, III, and IV</u>	
<u>VA 231, 232, 331, and 332</u>	<u>Sculpture I, II, III, and IV</u>	
<u>VA 251, 252, 351, and 352</u>	<u>Print Media I, II, III, and IV</u>	
<u>VA 271, 272, 371, and 372</u>	<u>New Media I, II, III, and IV</u>	
<u>VA 283, 284, 383, and 384</u>	<u>Photography I, II, III, and IV (see Note 1)</u>	

- Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

Upper Level core Studio Requirements

- Nine credits chosen from VA 321, VA 331, VA 351, or VA 383
- Nine credits chosen from VA 322, VA 332, VA 352, or VA 3834

Note 1: Students with credit for VA 180 may omit VA 284.

Note 2: Theatre minor or extended minor students may substitute THEA 370 for one studio IV course.

Art History: 20 credits

- [AH 102 and one additional 100-level Art History course](#)
- [AH 200 and one additional 200-level Art History course](#)
- [One of AH 314 or AH 315 one additional 300-level Art History course](#)

Course	Title	Credits
AH 102	History of Western Art: 1400 to the Present	3
AH 200	Critical Approaches to Thinking and Writing about Art	3
AH 314	Arts in Context: Modernism	
or AH 315	Arts in Context: Contemporary	4
Plus:		
	One additional 100 level Art History course (see Note 1)	3

<u>One additional 200 level Art History course</u>	3
<u>One additional 300 level Art History course</u>	4

Note 1: Fashion minor or extended minor students may substitute FD 193 for the 100 level Art History course.

Note 2: The completion of all required 300 level AH credits is a prerequisite for VA/AH 401.

Capstone courses: 16 credits

- VA 360
- VA 401 or AH 401
- VA 402
- VA 403 or AH 403
- VA 404

Course	Title	Credits
VA 360	Professional Development and Practices	3
VA 401/AH 401	Senior Seminar I	4
VA 402	Senior Studio I	3

VA 403/AH 403	Senior Seminar II	3
VA 404	Senior Studio II	3

Additional requirements for BFA with a Visual Arts major

Additional program requirements will be met in part by fulfilling the requirements noted above. The following must also be included in the 120 credits required for the BFA:

- At least 15 upper-level credits that count towards the major must be completed at UFV.
- [Bachelor of Fine Arts general requirements must be satisfied.](#)
- The following courses must be completed at UFV, and may not be acquired through transfer or PLAR: AH 401/VA 401, VA 402, AH 403/VA 403, and VA 404.

Declaration

Students declaring the Visual Arts major must meet the following requirements:

- [Completion of six courses as follows with a CGPA of 2.33:](#)
 - [VA 101 or VA 113](#)
 - [VA 115](#)
 - [VA 116](#)
 - [VA 119, VA 160, or VA 180](#)
 - [Two Art History courses](#)
- [Completion of the foundation studio courses \(VA 113, VA 115, VA 116, and one of either VA 160 or VA 180\) and six credits of Art History with a minimum CGPA of 2.33 on all six courses.](#)

For further information on the declaration process, please see the [BFA section](#) of the calendar.

Memo for Program Changes

To: Alisa Webb, CACC

From: Shelley Stefan – VA Department Head

Date: October 2, 2017

Subject: Program change Visual Arts Extended Minor**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:

2. Rationale for change(s):

- a. Removing the specific core studio requirements at the 200-level allows students to meet the upper level pre-requisites in a variety of ways, while also protecting the integrity of the curriculum at the lower level. The changes in wording provide a more efficient and easy-to-understand way for students to navigate and comprehend the program.
- b. The removal of VA 371/VA 372 from the Upper-level requirements was made due to budgetary/workload reasons. Students taking the Lower-level courses in New Media will be able to complete the stream with the alternate courses VA 331/VA332.

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

- a. No substantial change

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

- a. The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.

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

- a. No additional resources required

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
 - a. No impact
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?
 - a. 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.) 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.
 - a. 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.

Visual Arts extended minor

This section specifies the Visual Arts extended minor requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Fine Arts](#) section for information on additional requirements. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

~~Students in the Visual Arts extended minor will specialize in two studio disciplines, taking a series of four consecutive courses over four semesters in each. The two studio disciplines will be chosen from:~~

- ~~Painting and Drawing (VA 223, VA 224, VA 321, and VA 322)~~
- ~~Sculpture (VA 231, VA 232, VA 331, and VA 332)~~
- ~~Print Media (VA 251, VA 252, VA 351, and VA 352)~~
- ~~New Media (VA 271 VA 272, VA 371, and VA 372)~~
- ~~Photography (VA 283, VA 284, VA 383, and VA 384)~~

Lower-level requirements: 21 credits

- Six credits of 100- or 200-level AH courses (see Note [12](#))
- ~~Six credits chosen from VA 223, 231, 251, 271, or 283~~
- ~~Six credits chosen from VA 224, 232, 252, 272, or one of VA 180 or VA 284~~
12 credits chosen from any 200-level VA courses (see Note 2)
- Any 100- or 200-level VA, ~~AH, FILM, or MACS courses~~, or IPK 277

Note 1: In order to be eligible to take the required upper level courses, students must ensure they complete the appropriate lower level prerequisites.

Note 2: Students completing a double extended minor in Visual Arts and Art History [in the Bachelor of Fine Arts](#) will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications.

Note 24: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

Upper-level requirements: 16 credits

- Four credits of 300- or 400-level Art History
- Six credits chosen from VA 321, 331, 351, ~~371~~, or 383
- Six credits chosen from VA 322, 332, 352, ~~372~~, or 384

Memo for New Course

To: Undergraduate Education Committee
From: Dr. Frank Ulbrich, Director, UVF School of Business
Date: October 16, 2017

Subject: Proposal for new course – Business Process Management (BUS 353)**1. Rationale for new course:**

The School of Business offers an Operations Management/Management Information Systems minor. To adequately equip students with the skills and experience to manage operations, using information systems, they need to be exposed to business process management concepts.

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

The proposed new course will become part of the mandatory courses in the Operations Management/Management Information Systems minor. A program change request will be submitted in parallel to this memo.

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

The BBA program has six distinct program learning outcomes:

- PLO 1. Use business knowledge and skills; graduates apply business discipline knowledge and skills to problems in an analytical, imaginative, and integrative manner
- PLO 2. Think critically and embrace complexity; graduates seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems
- PLO 3. Use numbers and technology; graduates effectively apply their mathematical, statistical data analysis, management science, and IT skills to make evidence-based decisions
- PLO 4. Demonstrate leadership and communication skills; graduates effectively work in teams, are able to lead them, and communicate professionally in all means of expression
- PLO 5. Apply an ethical perspective and are good global citizens; graduates reflect on ethical issues in a business environment based on personal and corporate social responsibilities
- PLO 6. Reflect on international aspects; graduates recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences

The proposed course aligns with all PLOs, preparing students to develop their discipline knowledge, soft skills, analytical abilities, etc. Students will use qualitative and quantitative methods to analyse and design business process. By learning how to analyse and design focus will be given amongst others on procedural justice, globalization aspects and local variations of business process, as well as the students ability to communicate effectively business processes to various stakeholders in an organization.

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

N/A

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

The Computer Information Systems department has been consulted. The course is of potential interest to their students and the pre-requisites for the course have been developed accordingly.

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

N/A

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

Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions, and cases.

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

N/A

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

- a. Credit value

No budget implications. Total number of credits in the program do not change.

- b. Class size limit

No budget implications. Total number of credits in the program do not change.

- c. Frequency of offering

It is planned to offer the course annually. If enrolment numbers in the Operations Management/Management Information Systems minor increase, the course could be offered twice a year.

- d. Resources required (labs, equipment)

One out of three instructional hours will be held in a computer lab. Students need to have access to Microsoft Visio or another similar package in the computer labs. Free versions through university alliance programs will be preferred to avoid licence fees.

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

N/A. All data collection for the course will normally be carried out on campus.

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

- a. Textbooks and teaching cases are approx. \$100–360 depending on students' preference regarding having access to their individual hardcopy or using online and library resources. A student who uses access to online resources and copies in the Library does not need to spend more than \$100.

- b. Students need access to Microsoft Office. This package is available in all computer labs on campus. Students who wish to obtain their own license can do so. A four-year subscription of MS Office 365 University is currently \$80 and can be used in other courses as well.
- c. Students need access to a PC computer and Microsoft Visio. Students enrolled in BUS 353 will have access to a free copy of Microsoft Project through the CIS program. Alternatively, for about \$20 students can use Flowdia Diagrams if they use a Mac computer without Windows.

CWC comments and responses:

- Learning outcome #1: how is this evaluated? Suggest replacing “justify” with another verb, such as “evaluate” or “explain”.

LO1: “Justify” focuses on students being able to understand when it is reasonable to use business process management (BPM) in an organization. They learn to account for situation in which BPM should be used. Situation include, for example, compliance with internal or external specifications or standards, or internal control mechanisms to ensure equal treatment of clients. LO1, which is linked to course content Module One in the OCO, focuses on the justification of BPM and not so much on evaluation of PBM practices. Hence, the suggested change would not reflect truly the content covered and no change is made to the LO.

- Learning outcome #2: suggest replacing “visualize” with another verb, such as “explain” or “describe”.

LO2: To “visualize” business process is a major component in this course. Course content Module Two is all about business process visualization. Students will learn how to diagrammatically represent business processes using event-driven process chains, petri nets, and BPMN. The verb “visualizing” was chosen to make clear that this is not about verbally explaining or describing a process, which of course could be done. For business processes to be implemented in enterprise systems, a visual representation is preferable as rules can be directly derived and operationalized from process maps (if using visualization software and exporting for example into XML format). Hence, the suggested change would not at all capture the importance of learning how to visualize business processes and therefore no change is made to the LO.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: BUS 353	Number of Credits: 3 Course credit policy (105)																
Course Full Title: Business Process Management																	
Course Short Title (if title exceeds 30 characters):																	
Faculty: Faculty of Professional Studies	Department (or program if no department): School of Business																
Calendar Description: Business process management strives for continual, incremental, and sustainable process improvement to optimize business performance. Focusing on people and tasks in an organization, students will learn how to visualize, analyze, and optimize existing business processes.																	
Prerequisites (or NONE):	45 university-level credits, including BUS 100 or CIS 270. BUS 227 is recommended.																
Corequisites (if applicable, or NONE):	None																
Pre/corequisites (if applicable, or NONE):	None																
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <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>																	
Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</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>Total</td> <td>45</td> </tr> </table>		Lecture hours		Seminars/tutorials/workshops	30	Laboratory hours	15	Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45
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Seminars/tutorials/workshops	30																
Laboratory hours	15																
Field experience hours																	
Experiential (practicum, internship, etc.)																	
Online learning activities																	
Other contact hours:																	
Total	45																
Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>																	
Maximum enrolment (for information only): 25 Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually																	
Department / Program Head or Director: Dr. Frank Ulbrich Date approved: October 2017																	
Faculty Council approval Date approved: November 3, 2017																	
Campus-Wide Consultation (CWC) Date of posting: December 8, 2017																	
Dean/Associate VP: Dr. Tracy Ryder Glass Date approved: November 3, 2017																	
Undergraduate Education Committee (UEC) approval Date of meeting: December 15, 2017																	

Learning Outcomes

- Upon successful completion of this course, students will be able to:
- LO 1. Justify the use of business process management in organizations;
 - LO 2. Visualize business processes;
 - LO 3. Perform qualitative and quantitative business process analysis;
 - LO 4. Optimize business processes.

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, seminars, and labs. For seminars, a case-based teaching method will be applied. Students are required to actively participate in case preparations and in-class discussions.

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. Dumas, M., La Rosa, M., Mendlung, J., & Reijers, H. A.	Fundamentals of Business Process Management	<input checked="" type="checkbox"/>	Springer	
2. Weske, M.	Business Process Management: Concepts, Languages, Architectures	<input checked="" type="checkbox"/>	Springer	
3. Jeston, J., & Nelis, J.	Business Process Management: Practical Guidelines to Successful Implementation	<input checked="" type="checkbox"/>	Routledge	
4. Freund, J., & Rücker, B.	Real-Life BPMN: Using BPMN 2.0 to Analyze, Improve, and Automate Processes in Your Company	<input checked="" type="checkbox"/>	CreateSpace Independent Publishing Platform	

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

Students need access to a PC compatible computer, and Microsoft Visio.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	30%	Midterm exam:	20%	Practicum:	-
Quizzes/tests:	-	Lab work:	-	Field experience:	-	Shop work:	-
Class participation:	-	Case studies:	30%	Other:	-	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Module One: Fundamentals of business process modeling

- Business functions vs. business processes
- People, task, and process
- Process life cycle
- Reasons for using business process modeling in organizations: Control, improve, compliance
 - Assessment: Assignments, Case studies (LO 1)

Module Two: Business process visualization

- Diagrammatic representation of business process
- Event-driven process chains
- Petri nets
- Business Process Modeling Notation (BPMN)
- BPMN diagrams in Microsoft Visio
 - Assessment: Assignments, Case studies (LO 2)

Module Three: Process analysis

- The "art" of business process modeling
- Identifying and analyzing parts of a business process
- Bottleneck analysis
- Process mining
 - Assessment: Assignments, Case studies (LO 3)

Module Four: Process optimization

- Performance management
- Business process automation
- Implementing change
 - Assessment: Assignments, Case studies (LO 4)

BUS 353

University of the Fraser Valley Transfer Credit Request Form**Transfer Credit Request Form**

Please fill out this form if transfer credit should be requested.

<u>Institution code</u>	<u>Full Institution name</u>	<u>Transfer credit exists</u>	<u>Request transfer credit</u>
AI	Art Institute of Vancouver	<input type="checkbox"/>	<input type="checkbox"/>
ALEX	Alexander College	<input type="checkbox"/>	<input type="checkbox"/>
ASM	Acsenda School of Management	<input type="checkbox"/>	<input type="checkbox"/>
AU	Athabasca University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CAPU	Capilano University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CNC	College of New Caledonia	<input type="checkbox"/>	<input type="checkbox"/>
COTR	College of the Rockies	<input type="checkbox"/>	<input type="checkbox"/>
COLU	Columbia College	<input type="checkbox"/>	<input type="checkbox"/>
COQU	Coquitlam College	<input type="checkbox"/>	<input type="checkbox"/>
DOUG	Douglas College	<input type="checkbox"/>	<input type="checkbox"/>
EC	Emily Carr University of Art & Design	<input type="checkbox"/>	<input type="checkbox"/>
FDU	Fairleigh Dickinson University	<input type="checkbox"/>	<input type="checkbox"/>
JIBC	Justice Institute of BC	<input type="checkbox"/>	<input type="checkbox"/>
KWAN	Kwantlen Polytechnic University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NVIT	Nicola Valley Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>
NIC	North Island College	<input type="checkbox"/>	<input type="checkbox"/>
NLC	Northern Lights College	<input type="checkbox"/>	<input type="checkbox"/>
NWCC	Northwest Community College	<input type="checkbox"/>	<input type="checkbox"/>
OC	Okanagan College	<input type="checkbox"/>	<input type="checkbox"/>
SFU	Simon Fraser University	<input type="checkbox"/>	<input type="checkbox"/>
TRU	Thompson Rivers University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TRU-OL	Thompson Rivers University, Open Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TWU	Trinity Western University	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UBC	University of British Columbia- Vancouver Campus	<input type="checkbox"/>	<input type="checkbox"/>
UBCO	University of British Columbia- Okanagan Campus	<input type="checkbox"/>	<input type="checkbox"/>
UCW	University Canada West	<input type="checkbox"/>	<input type="checkbox"/>
UNBC	University of Northern BC	<input type="checkbox"/>	<input checked="" type="checkbox"/>
UVIC	University of Victoria	<input type="checkbox"/>	<input type="checkbox"/>
VCC	Vancouver Community College	<input type="checkbox"/>	<input type="checkbox"/>
VIU	Vancouver Island University	<input type="checkbox"/>	<input type="checkbox"/>

Visit www.bccat.ca/articulate/additions/upperpolicy for a list of the institutions that will articulate upper-level courses.

For further information on identifying appropriate receiving institutions, please see the following webpage:
http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241

Memo for Course Changes

To: Undergraduate Education Committee
From: Dr. Frank Ulbrich, Director, UFV School of Business
Date: October 16, 2017

Subject: Proposal for revision of BUS 457 (Project Management)**1. Summary of changes:**

- 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: Typical Course Content and Topics; particularly linking course learning outcomes to assessment strategies.

2. Rationale for change:

The UFV School of Business is periodically reviewing all course outlines to ensure relevance, rigour, and alignment with the Program Learning Outcomes in the BBA program. As a result of this review the following changes are proposed for approval:

- Updating the calendar description to better reflect the content of the course
- Changing prerequisites to better reflect that this is an upper-level course. STAT 106 is not a requirement as long as students meet MATH 141 prerequisites, which is already covered by the prerequisite of being enrolled in the BBA program.
- Updating the frequency of course offerings, to align with the UEC template, has been changed from “Fall or Winter” to “annually.”
- Changes to the learning outcomes have been proposed to better capture the content of the course and to eliminate verbs that cannot be measured, namely “understand.”
- Updating the delivery method clearly indicates developing the students’ practical skills through a lab component.
- Changes to text and resource materials are suggested to better prepare students for actually managing projects by focusing both on theoretical and practical aspects of project management.

In addition, the UFV School of Business strives for making explicit in all its OCOs the link between Course Learning Outcomes (CLOs) and assessment strategies, which has resulted in changes in the proposed revision too.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
 - a. The BBA program has six distinct program learning outcomes:
 - i. Use business knowledge and skills; graduates apply business discipline knowledge and skills to problems in an analytical, imaginative, and integrative manner (PLO1)
 - ii. Think critically and embrace complexity; graduates seek out information from diverse perspectives, assess its quality and relevance, and reflexively use it to solve problems (PLO2)
 - iii. Use numbers and technology; graduates effectively apply their mathematical, statistical data analysis, management science, and IT skills to make evidence-based decisions (PLO3)
 - iv. Demonstrate leadership and communication skills; graduates effectively work in teams, are able to lead them, and communicate professionally in all means of expression (PLO4)
 - v. Apply an ethical perspective and are good global citizens; graduates reflect on ethical issues in a business environment based on personal and corporate social responsibilities (PLO5)
 - vi. Reflect on international aspects; graduates recognize the global economy's interconnectedness and the need for business practices to reflect local business, community, and cultural differences (PLO6)
 - b. The proposed changes make the course align with PLOs 1–4, preparing students to develop their discipline knowledge, soft skills, analytical abilities, etc. Students will use quantitative methods to plan, monitor, analyse, and manage projects in organizations. Students will develop an ability to communicate effectively with various project management stakeholders, including internal and external ones.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
 - a. N/A
5. Which program areas have been consulted about the change(s)?
 - a. N/A
6. What consideration has been given to indigenizing the curriculum?
 - a. Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions, and cases.
7. If this course is not eligible for PLAR, explain why:
 - a. N/A. This course is eligible for PLAR.
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

- a. N/A
 - b. Class size limit
 - a. N/A
 - c. Frequency of offering
 - a. N/A. The change is only in the use of the term “annually” rather than “Fall or Winter”
 - d. Resources required (labs, equipment)
 - a. The revised course will require one of three instructional hours to be scheduled in a lab. Students need to learn common project management software. In this course students will be exposed to MS Project.
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- a. N/A. Field trips are not part of this course.
10. Estimate of the typical costs for this course, including textbooks and other materials:
- a. Textbooks are approx. \$130.
 - b. Students need access to Microsoft Office. This package is available in all computer labs on campus. Students who wish to obtain their own license can do so. A four-year subscription of MS Office 365 University is currently \$80 and can be used in other courses as well.
 - c. Students need access to a PC computer and Microsoft Project. Students enrolled in BUS 457 will have access to a free copy of Microsoft Project through the CIS program.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
 REVISED COURSE IMPLEMENTATION DATE: September 2018
 COURSE TO BE REVIEWED: (six years after UEC approval) December 2023
 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.

Course Code and Number: BUS 457		Number of Credits: 3 Course credit policy (105)																
Course Full Title: Project Management																		
Course Short Title (if title exceeds 30 characters):																		
Faculty: Faculty of Professional Studies	Department (or program if no department): School of Business																	
Calendar Description: Managing projects is essential in any organization. This course examines project management in theory and practice and the roles and responsibilities of the project manager. It offers a practical approach to managing projects, focusing on initiating, planning, and executing projects as well as industry-standard software to support these tasks.																		
Prerequisites (or NONE):	STAT 106 or (45 university-level credits including BUS 100). Note: As of January 2019, prerequisites will change to: 45 university-level credits including BUS 100.																	
Corequisites (if applicable, or NONE):	None																	
Pre/corequisites (if applicable, or NONE):	None																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <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>		Transfer Credit Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																
Total Hours: 45 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</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>Total</td> <td>45</td> </tr> </table>			Lecture hours		Seminars/tutorials/workshops	30	Laboratory hours	15	Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	45
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Department / Program Head or Director: Dr. Frank Ulbrich Faculty Council approval Campus-Wide Consultation (CWC) Dean/Associate VP: Dr. Tracy Ryder Glass Undergraduate Education Committee (UEC) approval		Date approved: October 2017 Date approved: November 3, 2017 Date of posting: December 8, 2017 Date approved: November 3, 2017 Date of meeting: December 15, 2107																

Learning Outcomes

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

- LO 1. Explain the relationship between project, operations, and strategic management;
- LO 2. Assess risks in projects;
- LO 3. Plan projects;
- LO 4. Execute projects;
- LO 5. Recommend the termination of projects;
- LO 6. Use industry-standard software to manage 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, seminars, and labs. For seminars, a case-based teaching method will be applied. Students are required to actively participate in case preparations, and in-class discussions.

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. Meredith, J. R., Mantel, S. J., & Shafer, S. M.	Project Management: A Managerial Approach	<input checked="" type="checkbox"/>	Wiley	
2. Project Management Institute	A Guide to the Project Management Body of Knowledge (PMBOK® Guide)	<input checked="" type="checkbox"/>	Project Management Institute	
3. Chatfield, C., & Johnson, T.	Microsoft Project 2016 Step by Step	<input checked="" type="checkbox"/>	Microsoft Press	

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

Students need access to a PC compatible computer, and Microsoft Project.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	-	Midterm exam:	30%	Practicum:	-
Quizzes/tests:	-	Lab work:	-	Field experience:	-	Shop work:	-
Class participation:	-	Term project:	30%	Case studies:	20%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Module One: Project initiation

- Strategic management and project selection
- Managing projects
- The project in the organizational structure
 - Assessment: Midterm exam, Case studies (LO 1)

Module Two: Project planning

- Project activity and risk planning, including work breakdown structure
- Budgeting
- Scheduling, including network techniques such as PERT and CPM
- Resource allocation
 - Assessment: Case studies (LO 2–3)

Midterm exam (LO 1–3)

Module Three: Project execution

- Monitoring projects
- Project control
- Project auditing
- Project termination
 - Assessment: Case studies (LO 4–5)

Module Four: Managing projects with Microsoft Project

- Task lists
- Assigning resources to tasks
- Tracking progress
- Reporting project status
 - Assessment: Case studies (LO 6)

Memo for Program Changes

To: Undergraduate Education Committee
From: Dr. Frank Ulbrich, Director, UVF School of Business
Date: October 16, 2017

Subject: Program change to the Operations Management/Management Information Systems minor**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:

2. Rationale for change:

The School of Business offers an Operations Management/Management Information Systems minor. To adequately equip students with the skills and experience to manage operations, using information systems, they need to be exposed to business process management concepts.

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?

Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions, and cases.

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

One out of three instructional hours will be held in a computer lab. Students need to have access to Microsoft Visio or another similar package in the computer labs. Free versions through university alliance programs will be preferred to avoid licence fees.

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

It is not expected that this change triggers an increase or decrease in the minor. The total number of credits in the program do not change. Students take one less elective as a consequence of taking BUS 353.

8. 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 total number of required course does not change. However, BUS 404 which was listed in the minor before is a graduation requirement for the BBA program. As such, students take BUS 353 in addition to their courses. This, however, has no impact on the total number of credits in the program as students take one course less as part of their electives.

9. 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

10. 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

11. 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.

As the total number of credits and enrolment numbers are not changing, there are no budgetary implications to this change.

Operations Management/Management Information Systems minor

This section specifies only the requirements for the Operations Management/Management Information Systems minor, which may be completed in the [BBA degree](#). Degree students must ensure that all other degree requirements have been met, including the requirements for declaring a minor. For students who are planning on completing this minor within their degree program, please check the [BBA residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Core lower-level requirements are covered in the [BBA section of the calendar](#).

Upper-level requirements: 15 credits

Course	Title	Credits
BUS 350	Operations Management	3
BUS 353	Business Process Management	3
BUS 384	Data-Driven Business Decisions	3
BUS 404	Management Science	3
BUS 440	Managing in the Digital World	3
BUS 457	Project Management	3

Memo for Program Changes

To: Undergraduate Education Committee
From: Dr. Frank Ulbrich, Director, School of Business
Date: October 16, 2017

Subject: Program change Business Administration (Aviation) diploma (two-year program)**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: Alignment with changed contractual agreement with Coastal Pacific Aviation

2. Rationale for change(s):

The University has entered a new agreement with Coastal Pacific Aviation. This agreement requires changes to the calendar copy of the aviation programs to reflect the relationship between the University and Coastal Pacific Aviation. As a result of this, and to align the calendar description with the new UEC template, the following changes are proposed:

- A) The program title has been amended to reflect the close link between the Business Administration and the Business Administration (Aviation) diplomas.
- B) A short description of the Aviation diploma program has been added. To this description it has been added that,

"Students enrolled in the program must present the following Transport Canada approved aviation credentials in order to graduate and will receive a total of 15 credits towards the diploma:

- Private Pilot's license – 3 credits,
- Instrument Rating – 3 credits,
- Commercial Pilot's Licence – 6 credits, and
- Multi-Engine Rating or Instructor Rating – 3 credits."

This is a reflection of UFV not offering AV courses, nor has UFV quality control over AV courses taken at other flight training providers. There is precedence for this practice at Canadian post-

secondary institutions. The closest related program is offered by MacEwan University, from which the aviation credential statement has been copied, <http://www.macewan.ca/wcm/SchoolsFaculties/Business/Programs/BusinessManagement/AviationMajor/index.htm#1>

Including this portion puts all quality control of flight-related courses onto Transport Canada. It takes away from UFV the responsibility to update AV OCOs, sign new articulation agreements, and exercise quality control of external flight-training providers. All this is provided through Transport Canada regulations.

- C) Entrance requirements have been updated. The English 12 requirement has been replaced by "Prerequisites for ENGL 105" as it better describes the requirements and does not need calendar changes if the English department should change requirements for ENGL 105 in the future. Furthermore, an Option 2 has been added to clarify the entrance requirements for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution. Most noticeable, all aviation related admission requirements (private pilot's license, current Transport Canada Category 1 medical certification, and interview) have been deleted as they pertain to AV courses only which no longer are part of the official calendar copy.
 - D) The Physics 11 prerequisite has been altered to meeting the prerequisites for PHYS 101 to align with UEC recommendations to not directly point to a high-school course if that prerequisite can be expressed differently. Here it makes sense to move to use prerequisites for PHYS 101 as PHYS 101 is mandatory in the BBA (Aviation) program and any changes to the physics course would not trigger a calendar change for the aviation program. This requirement also allows students to easier ladder into the BBA (Aviation) program as it is a prerequisite in that program too.
- Most noticeable, all aviation related admission requirements (private pilot's license, current Transport Canada Category 1 medical certification, and interview) have been deleted as they pertain to AV courses only which no longer are part of the official calendar copy.
- E) Admission dates have been clarified. Instead of stating, "Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space" it has been clarified that intakes are in fall and winter. A summer intake is not proposed as some of the first semester courses might not be offered in the summer and, hence, UFV would not be able to guarantee the scheduling of these courses.
 - F) The How to Apply section has been updated to remove all reference to Coastal Pacific Aviation. Students only apply to UFV and the wording follows standard practice.
 - G) The Location section has been updated to remove references to Abbotsford International Airport.
 - H) Course repeats regulations for AV courses have been deleted as they are outside the control of UFV.
 - I) Residency requirements have been updated to remove reference to Coastal Pacific Aviation.

- J) The Fees section has been updated to remove reference to Coastal Pacific Aviation specific information, which no longer is relevant to the program.
- K) In the program outline all AV courses have been removed. It is suggested to closer align the 2-year Aviation diploma with the 2-year Business Administration diploma (cf. also item A).

Again, this follows practice at other institutions and is closely following the idea of MacEwan University's program. This change also allows a better transition from the Aviation Diploma program to the BBA Aviation degree program.

As a consequence, the total number of credits is reduced from 67–69 to 61 credits. Courses removed are: CIS 100, PHYS 101/ASTR 103, CMNS 251, and 5 electives. Course added are BUS 120, BUS 143, BUS 144, BUS 201, BUS 247, BUS 249, BUS 261, ECON 100, ECON 101, and STAT 106.

This change better aligns the Aviation Diploma with the Business Administration diploma, as well as it supports better transition into the BBA or BBA Aviation degree programs.

- L) Other editorial changes have been made to align the calendar program description with the current UEC template.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
- N/A. PLOs for the Aviation Diploma have not substantially changed.
4. What consideration has been given to indigenizing the curriculum?
- Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions, and cases.
5. Will additional resources be required? If so, how will these costs be covered?
- N/A. Currently, there are a total of 22 students in the 2-year program, i.e. on average 11 students/year. Those students can be absorbed in the regular course offerings. Normally, students already take many of the proposed mandatory courses as electives. Hence, there is not much movement in the system and no additional resources are required.
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 change does not impact current students in the program. For current students UFV has signed articulation agreement(s) with external flight-training providers, allowing them to fulfill their AV course requirements. In moving forward these agreements will become redundant as current students exit their programs.

New students to the program will follow the new calendar description.

As the change in the calendar does not require students to take flight training at a single provider (as it was in the past) it is possible that there might be an increased interest in the program. This is

desirable as only 22 students are currently enrolled in the 2-year Aviation program. Somewhat increased enrolment would justify offering the program in the long run.

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, please see 2. (J) above for details.

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.)

As most changes will channel students from previously elective courses into core courses the total resource use is not changing significantly.

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.

The following course from other disciplines are being removed from the program: CIS 100, PHYS 101/ASTR 103, CMNS 251.

- A CIS course is replaced with a BUS course. Hence, there is no net budget implication for the Faculty of Professional Studies.
- A PHYS/ASTR course is replaced with a STAT 106 course. Hence, there is no net budget implication for the Faculty of Science.
- A CMNS course will be replaced with an ECON 100 course. Hence, there is no net budget implication for the College of Arts.

The following course from other disciplines have been added to the program: ECON 100, ECON 101, and STAT 106. Following the above, there is only one additional course (ECON 101) to be covered by the College of Arts. Given that there are approx. 11 students in the program per year and the course is offered multiple times with some seats still open in Fall 2017 (as an example), it is envisioned that there are no major implications for the College of Arts.

The Faculty of Sciences has responded, confirming that there are no substantial budgetary implications for the Faculty of Science (see attached memo).

The College of Arts has responded. (see attached memo).

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.

The proposed changes can be accommodated within the faculty budget of the Faculty of Professional Studies.



Office of Dean, Tracy Ryder Glass
Faculty of Professional Studies
Phone: 604-851-6341
Email: tracy.ryderglass@ufv.ca

Memo

To: Senate Budget Committee

From: Tracy Ryder Glass, Dean – Faculty of Professional Studies

Re: Proposed changes to Business Administration (Aviation) diploma and Bachelor of Business Administration (Aviation)

Date: October 24, 2017

The Business Administration (Aviation) diploma and the Bachelor of Business Administration (Aviation) has entered into diploma/degree completion agreements with Aviation flight training partners that better reflect the relationship to one combining academics with industry requirements. The proposed calendar copy changes better reflect this relationship together with Transport Canada requirements for fixed and rotary wing pilot training falling to the Aviation flight training partners.

Budgetary implications of the proposed changes have been considered and are addressed in the School of Business, and the Faculty of Professional Studies budgets.

A handwritten signature in black ink, appearing to read "Tracy Ryder Glass".

From: [Frank Ulbrich](#)
To: [Marla Fralick](#)
Subject: FW: Memo Required for Program Changes
Date: October-19-17 6:11:17 PM

From: Jacqueline Nolte
Sent: October 19, 2017 2:40 PM
To: Frank Ulbrich
Cc: Michael Maschek; Nicole Klassen
Subject: RE: Memo Required for Program Changes

Dear Frank

Arts notes that two ECON courses continue to be required – 100 and 101 – but that ECON/BUS 226 and ECON 307 are added now as required courses.

Since Business owns 226 this is not an issue but ECON 307 is seen as a core upper-level course for ECON and BUS already; any additions to other programs will put further strain on classes as we are already struggling to meet student demand. This can be addressed. ECON will need to add this course offering to its plans so that we can forecast enrolments accordingly. To this end, I have copied Michael Maschek to ensure that this is worked into enrolment plans and future timetabling.

Regards,
Jacqueline



MEMORANDUM

TO: Chair, UEC

FROM: Greg Schlitt, Dean of Science

DATE: 12/10/17

RE: Proposed changes to the Aviation degree and diploma and implication for Faculty of Science

I have reviewed the proposed changes and find they do not have any substantial budgetary implications for the Faculty of Science.

DRAFT

Business Administration (Aviation) diploma

CWC comment and response:

- Will the one-year diploma be formally discontinued? (This program is currently listed as suspended.)

While the proposed change is for the 2-year program only, the School of Business has currently no interest in revitalizing the 1-year diploma. A formal request to discontinue the 1-year program will be submitted separately at a later stage.

Memo for Program Changes

To: Undergraduate Education Committee
From: Dr. Frank Ulbrich, Director, School of Business
Date: October 16, 2017

Subject: Program change BBA (Aviation)**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: Alignment with changed contractual agreement with Coastal Pacific Aviation

2. Rationale for change(s):

The University has entered a new agreement with Coastal Pacific Aviation. This agreement requires changes to the calendar copy of the aviation programs to reflect the relationship between the University and Coastal Pacific Aviation. As a result of this, and to align the calendar description with the new UEC template, the following changes are proposed:

- A) A short description of the BBA Aviation has been updated and linked to the BBA section to show similarities between the two programs. It has been added that,

“Students enrolled in the program must present the following Transport Canada approved aviation credentials in order to graduate and will receive a total of 15 credits towards the diploma:

- Private Pilot's license – 3 credits,
- Instrument Rating – 3 credits,
- Commercial Pilot's Licence – 6 credits, and
- Multi-Engine Rating or Instructor Rating – 3 credits.”

This is a reflection of UFV not offering AV courses, nor has UFV quality control over AV courses taken at other flight training providers. There is precedence for this practice at Canadian post-secondary institutions. The closest related program is offered by MacEwan University, from which the aviation credential statement has been

copied, <http://www.macewan.ca/wcm/SchoolsFaculties/Business/Programs/BusinessManagement/AviationMajor/index.htm#1>

Including this portion puts all quality control of flight-related courses onto Transport Canada. It takes away from UFV the responsibility to update AV OCOs, sign new articulation agreements, and exercise quality control of external flight-training providers. All this is provided through Transport Canada regulations.

- B) Entrance requirements have been updated. The English 12 requirement has been replaced by “Prerequisites for ENGL 105” as it better describes the requirements and does not need calendar changes if the English department should change requirements for ENGL 105 in the future. Furthermore, Option 2 has been updated to clarify the entrance requirements for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution.

The Physics 11 prerequisite has been altered to meeting the prerequisites for PHYS 101 to align with UEC recommendations to not directly point to a high-school course if that prerequisite can be expressed differently. Here it makes sense to move to use prerequisites for PHYS 101 as PHYS 101 is mandatory in the BBA (Aviation) program and any changes to the physics course would not trigger a calendar change for the aviation program.

Most noticeable, all aviation related admission requirements (private pilot’s license, current Transport Canada Category 1 medical certification, and interview) have been deleted as they pertain to AV courses only which no longer are part of the official calendar copy.

- C) Admission dates have been clarified. Instead of stating, “Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space” it has been clarified that intakes are in fall. This is similar to the BBA intake and will eventually allow to put forward the BBA Aviation for accreditation (for which minimum enrolment numbers per intake are required that we would be unable to meet with two or three intakes a year.)
- D) The How to Apply section has been updated to remove all reference to Coastal Pacific Aviation. Students only apply to UFV and the wording follows standard practice.
- E) The Location section has been updated to remove references to Abbotsford International Airport.
- F) Course repeats regulations for AV courses have been deleted as they are outside the control of UFV.
- G) Residency requirements have been updated to remove reference to Coastal Pacific Aviation. Residency requirements now align with the general BBA program
- H) The Fees section has been updated to remove reference to Coastal Pacific Aviation specific information, which no longer is relevant to the program.

- I) In the program outline all AV courses have been removed. It is suggested to closer align the BBA Aviation degree with the general BBA degree. Similar to the proposed changes in the Aviation Diploma, this change also allows a better transition from the Aviation Diploma program to the BBA Aviation degree program or general BBA degree program. In addition, students that might not meet the Transport Canada requirements, can complete a general BBA program with minimal impact.

As a consequence, the total number of credits is reduced from 135–137 to 120 credits.

Only AV courses were removed.

Two aviation management courses have been added to the core (BUS 462 and BUS 464). All courses offered by service departments remain practically unchanged.

- J) Other editorial changes have been made to align the calendar program description with the current UEC template.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
N/A. PLOs for the BBA Aviation have not substantially changed.
4. What consideration has been given to indigenizing the curriculum?
Where possible the curriculum highlights the importance of Aboriginal issues in in-class assignments, questions, and cases.
5. Will additional resources be required? If so, how will these costs be covered?
N/A. Currently, there are a total of 36 students in the 4-year program, i.e. on average 9 students/year. Those students can be absorbed in the regular course offerings. Normally, students already take many of the proposed mandatory courses as electives. Hence, there is not much movement in the system and no additional resources are required.
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 change does not impact current students in the program. For current students UFV has signed articulation agreement(s) with external flight-training providers, allowing them to fulfill their AV course requirements. In moving forward these agreements will become redundant as current students exit their programs.
- New students to the program will follow the new calendar description.
- As the change in the calendar does not require students to take flight training at a single provider (as it was in the past) it is possible that there might be an increased interest in the program. This is desirable as only 36 students are currently enrolled in the 4-year BBA Aviation program. Somewhat increased enrolment would justify offering the program in the long run.
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, please see 2. (I) above for details.

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.)

As most changes will channel students from previously elective courses into core courses the total resource use is not changing significantly.

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. The number of required or elective courses from other disciplines is practically not changing. The Faculty of Sciences has responded, confirming that there are no substantial budgetary implications for the Faculty of Science (see attached memo).

The College of Arts has responded. (see attached memo).

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.

The proposed changes can be accommodated within the faculty budget of the Faculty of Professional Studies.



Office of Dean, Tracy Ryder Glass
Faculty of Professional Studies
Phone: 604-851-6341
Email: tracy.ryderglass@ufv.ca

Memo

To: Senate Budget Committee

From: Tracy Ryder Glass, Dean – Faculty of Professional Studies

Re: Proposed changes to Business Administration (Aviation) diploma and Bachelor of Business Administration (Aviation)

Date: October 24, 2017

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Budgetary implications of the proposed changes have been considered and are addressed in the School of Business, and the Faculty of Professional Studies budgets.

A handwritten signature in black ink, appearing to read "Tracy Ryder Glass".

From: [Frank Ulbrich](#)
To: [Marla Fralick](#)
Subject: FW: Memo Required for Program Changes
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Subject: RE: Memo Required for Program Changes

Dear Frank

Arts notes that two ECON courses continue to be required – 100 and 101 – but that ECON/BUS 226 and ECON 307 are added now as required courses.

Since Business owns 226 this is not an issue but ECON 307 is seen as a core upper-level course for ECON and BUS already; any additions to other programs will put further strain on classes as we are already struggling to meet student demand. This can be addressed. ECON will need to add this course offering to its plans so that we can forecast enrolments accordingly. To this end, I have copied Michael Maschek to ensure that this is worked into enrolment plans and future timetabling.

Regards,
Jacqueline



MEMORANDUM

TO: Chair, UEC

FROM: Greg Schlitt, Dean of Science

DATE: 12/10/17

RE: Proposed changes to the Aviation degree and diploma and implication for Faculty of Science

I have reviewed the proposed changes and find they do not have any substantial budgetary implications for the Faculty of Science.

DRAFT

Aviation

ufv.ca/business

Bachelor of Business Administration (Aviation) degree

Note: Effective Fall 2017, Aviation (AV) courses listed in this calendar are offered by third party educational providers which have course articulation agreements with UFV. Students entering the program in Fall 2017 will register only in the non Aviation courses through the UFV online course registration system and directly through their third party provider for their Aviation (AV) courses. Students who began their program prior to Fall 2017 will register for all their courses through the UFV online course registration system.

The four-year BBA (Aviation) degree combines academic studies with practical skills that prepares graduates for a career within the aviation industry. In addition to specific aviation management courses, five courses (15 credits) from the Bachelor of Business Administration program are replaced with aviation training.

Students enrolled in the program must present the following Transport Canada approved aviation credentials in order to graduate and will receive a total of 15 credits towards the degree:

- Private Pilot's license – 3 credits,**
- Instrument Rating – 3 credits,**
- Commercial Pilot's Licence – 6 credits, and**
- Multi-Engine Rating or Instructor Rating – 3 credits.**

Entrance requirements

Option 1: High school graduates

- 1. B.C. secondary school graduation, or equivalent. (Students who have completed a high school equivalency program will also be considered but may have to complete the specific entrance requirements below.)**
- 2. Prerequisites for [MATH 141](#),**
- 3. Prerequisites for [CMNS 125-ENGL 105](#)**
- 4. Prerequisites for [PHYS 101](#) Physics 11 or equivalent, with a minimum of C+.** **(see note)**
- 5.4. Note: Accounting 11 or 12, Physics 12, and second language courses are recommended.**
- 4. Current Transport Canada Category 1 medical certification.**

2. In addition to the above, applicants must also satisfy an **Option 2: University entrance** evaluation which includes an interview(s), a qualifying exam, and an assessment of references.

Option 2: UFV/Coastal Pacific Aviation diploma graduates

1. Completion of the UFV Aviation diploma program within the previous five years, including the following courses or equivalents:

- o STAT 106
- o PHYS 101 or PHYS 111
- o Five other courses which satisfy the BBA (Aviation) program requirements.

Consult the UFV calendar or School of Business program advisor (for appropriate course selection.

A cumulative grade point average of applicants who have completed at least 2.67 (B-) calculated separately for academic and flight related courses, and no aviation courses with grades lower than a C. nine post-secondary credits at a recognized institution)

1. Prerequisites for [MATH 141](#).

2. Current Transport Canada Category 1 medical certification.
3. Applicants must also satisfy an entrance evaluation which includes an interview(s), and an assessment of references.
4. 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.

2. Students who hold a private pilot licence prior [Prerequisites for ENGL 105](#).

3. [Prerequisites for PHYS 101](#) Physics 11 or equivalent, with a minimum of C+ (see note)

4. One of the following:

- minimum GPA of 2.67 on all university-level credits attempted, or

all credits transferrable to entering the first year of the degree program will be required to:

- enrol and successfully complete the BBA (Aviation 161 Private Pilot Theory in the first semester of the program
- successfully complete a simulator evaluation based on three hours dual instruction and two hours solo practice in the first semester of the program
- have completed the private pilot flight test within six months prior to entering the program, or have completed the private pilot flight test within one year and a minimum of 10 hours flying time within the six months
- recceding the first day of classes September, or complete a flight evaluation with Coastal Pacific Aviation or designate
- complete a continuation flying course of approximately six to eight hours throughout the first year of the program.

~~Students who hold a private pilot licence and are eligible to enter the second year of the degree program will be required to have:~~

- completed the Canadian private pilot flight test within six months prior to entering the program, or have completed the private pilot flight test within one year, with a minimum of 10 hours flying time within the six months preceding the first day of classes. Students who do not meet these requirements must complete a flight evaluation with Coastal Pacific Aviation or designate. Students must also have completed the private pilot written examination within the 12 months preceding the first day of classes or be required to achieve a minimum of 60% on an entrance exam equivalent to the private pilot written exam. GPA of 2.67 calculated on those credits.
- a minimum of six to eight appropriate university level courses that are transferable to the four year degree program.

~~Note: Accounting 11 or 12, Physics 12, and second language courses are recommended.~~

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. Applicants interested in starting in the Winter or Summer semester will begin with academic courses only. Aviation courses involving flight training will begin every Fall semester.

For application deadlines, see Specific intake application process.

How to apply

~~The four year program starts in September. As seats in the program are limited, students should apply as early as possible. Applications should be completed prior to March 30 for enrolment in September. Late applications will be considered if space permits.~~

1. ~~Apply online at ufv.ca/admissions/admissions/apply. International students pay higher application fees and should contact UFV International.~~

Additional documents required for a complete application:

- ~~Proof of B.C. secondary school completion or equivalent, and transcript (or interim transcript) showing grade achievement as per entrance requirements.~~
 - ~~Transcripts showing grade achievement for any post secondary study.~~
 - ~~A medical certificate showing a Transport Canada Category 1 Medical.~~
2. ~~Apply to Coastal Pacific Aviation at coastalpacific.com. A separate \$150 application fee will be required.~~

- ~~3. Qualified applicants will be interviewed by Coastal Pacific during February or March for September enrolment.~~
 - ~~4. After evaluations have been made, interviewed candidates will receive a letter stating the results. Candidates being offered a seat will receive a confirming letter, outlining registration details and starting dates. Prior to acceptance the candidate may be required to provide proof of financial ability to pay for educational expenses.~~
 - ~~5. Any requests for transfer of academic course equivalencies should be made to the Office of the Registrar; requests for transfer of aviation or flight related courses should be made directly to Coastal Pacific Aviation.~~
1. Apply online at www.ufv.ca/ar/admissions/apply.
 2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (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.

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.

Location and scheduling

Academic courses may be held on all UFV campuses, including Abbotsford, Mission, and Chilliwack. Aviation classroom instruction, flight training and simulator training will be conducted at Coastal Pacific Aviation, Abbotsford Airport. Please note that there is no public transportation available to the airport and between some campuses. Students are expected to be available for flight training seven days a week.

Instruction at Coastal Pacific and UFV begins in September. UFV courses will normally be completed by the end of April and flight instruction and flight time may continue through June.

Note: The School of Business requires years one to four to be completed within 10 years if the program is taken on a part time basis. Students who completed the Aviation diploma and are returning to complete the BBA (Aviation) at UFV after an absence, will be allowed seven years to complete years three and four of the degree.

For any aviation program, all of the aviation courses shown for a semester must be taken concurrently.

Residency requirement

Once students are enrolled in the BBA (Aviation) program they are required to complete all third and fourth year aviation courses in residence at UFV/CPA. Flight training at other schools while enrolled in the BBA (Aviation) is not permitted.

To receive the BBA (Aviation), students must fulfill specific elements of the program at UFV. In addition to the third and fourth year AV courses, a minimum of 21 credits, must be taken at UFV. These include the following:

Course	Title	Credits
BUS 360	International Air Transportation	3
BUS 460	Aviation Management	3
BUS 403	Strategic Management	3
BUS 405	Strategic Management Simulation	3
Plus three 300/400 level courses required by the program		9

Academic performance

To qualify for an aviation degree, students must obtain a cumulative grade point average of 2.67 (B average) or above in both flight related and academic courses in order to remain in the program, continue on to the next year, and to graduate. Additionally, a grade of at least C for each aviation course is required in order to be awarded the degree. Students whose cumulative grade point average and/or semester grade point average falls below 2.67 during their program are subject to program warning and/or removal from the program.

Undergraduate continuance

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. For further details, see the Academic standing and undergraduate continuance section of the academic calendar. Academic standing is governed by UFV's Undergraduate Continuance policy (92).

Course repeats

An academic course may be repeated in order to improve the cumulative GPA. However, you may not register for the same aviation course more than twice.

BBA (Aviation) graduation requirements

1. Cumulative program GPA of 2.67 or higher (over four years).
2. No aviation courses with less than a C grade.
3. Completion of all required courses and residency requirements.

Aviation performance

The first year of the BBA (Aviation) program is a conditional year. At the end of the first year there will be a review of student progress through the first year including private pilot theory and flight (or the continuation course AV066D for those who enter first year with a private pilot license).

The review will assess the following:

- aviation academic and flight proficiency
- time management skills
- communication skills – intra and extra cockpit
- judgment and decision making ability
- ability to work effectively within a team
- desire and commitment to becoming a commercial pilot

The student must have a written recommendation from a Coastal Pacific review committee before being permitted to enter the second year of the program.

Fees and additional costs

Fee estimates were in effect for 2016/17 and are subject to change for the next calendar year. Approximate total fees for the degree program are \$112,000. Contact the program coordinator at Coastal Pacific to obtain a current fee summary.

Note: There are two fee structures.

UFV fee summary

UFV course fees will be paid at the university. See the [Fees and Other Costs](#) section for UFV student fees.

Coastal Pacific Aviation fee summary

Coastal Pacific fees will be paid at the Abbotsford Airport to Coastal Pacific Aviation. Flight training fees are subject to change and vary for each individual.

Students accepted to the program are required to wear a uniform. The initial cost for shirts, slacks, sweater, jacket, and ties is approximately \$425. Additional items may be required throughout the course.

Program duration and total number of credits

The program is normally completed within four years of full-time study.

A reduced course load is permitted. Students are allowed up to eight consecutive academic years to complete the program from the time of enrolment into the BBA Aviation, or first admission into the Aviation diploma for those laddering into the BBA Aviation program.

The BBA Aviation degree consists of a minimum of 120 credits.

Location

Most courses are offered in Abbotsford. Some lower-level courses may also be offered at the Chilliwack and Mission campuses.

Program outline

Semester I

Course	Title	Credits
AV 101	Fitness	0.5
AV 161	Introduction to Aviation	2
AV 162A	Flight Training - Private	1
BUS 100	Introduction to Business	3
BUS 143160/CIS 110	Introductory Financial Accounting I-Computerized Business Applications and MIS	3
or BUS 145ECON 100	Accelerated Introductory Financial Accounting (see Note)Principles of Microeconomics	3
ENGL 105	Academic Writing	3
MATH 141	Calculus for Business	3

Semester II

Course	Title	Credits
BUS 120	Essentials of Marketing	3
BUS 143	Introductory Financial Accounting I	3
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
ECON 100	Principles of Microeconomics	3

Semester II

Course	Title	Credits
<u>AV 102</u>	<u>Fitness</u>	<u>0.5</u>
<u>AV 162B</u>	<u>Flight Training – Private</u>	<u>4</u>
<u>BUS 120</u>	<u>Marketing Essentials</u>	<u>3</u>
<u>BUS 144</u>	<u>Introductory Financial Accounting II</u>	<u>3</u>
<u>or BUS</u>	<u>BUS lower-level elective</u>	
<u>BUS 203</u>	<u>Organizational Behaviour</u>	<u>3</u>
<u>BUS 261</u>	<u>Business Law</u>	<u>3</u>
<u>ECON 101</u>	<u>Principles of Macroeconomics 3</u>	

Semester III

Course	Title	Credits
<u>AV 151</u>	<u>Fitness</u>	<u>4</u>
<u>AV 201</u>	<u>Aviation Theory I</u>	<u>3</u>
<u>AV 211</u>	<u>Simulation – Instrument Procedures I</u>	<u>4</u>
<u>AV 221</u>	<u>Aircraft – Commercial I</u>	<u>1.5</u>
<u>AV 231</u>	<u>Human Factors I</u>	<u>4</u>
<u>BUS 160</u>	<u>Computerized Business Applications</u>	<u>3</u>
<u>STAT 106</u>	<u>Statistics I</u>	<u>4</u>

Semester III

Course	Title	Credits
<u>ENGL 105</u>	<u>BUS 144 Academic Writing</u>	<u>Introductory Financial Accounting II</u>
		<u>3</u>
<u>BUS 203</u>	<u>Organizational Behaviour</u>	<u>3</u>
<u>BUS 221</u>	<u>Professional Selling</u>	<u>3</u>
<u>BUS 249</u>	<u>Introduction to Finance (formerly BUS 149, 162)</u>	<u>3</u>

Semester IV

Course	Title	Credit s
<u>AV 152</u>	<u>Fitness</u>	<u>4</u>
<u>AV 302</u>	<u>Aviation Theory II</u>	<u>3</u>
<u>AV 312</u>	<u>Simulation – Instrument Procedures II</u>	<u>4</u>
<u>AV 322</u>	<u>Aircraft – Commercial II</u>	<u>1.5</u>
<u>AV 332</u>	<u>Human Factors II</u>	<u>4</u>
<u>BUS 201</u>	<u>Human Resource Management</u>	<u>3</u>

BUS-247 Introductory Management Accounting 3

CMNS 251 Professional Report Writing 3

Semester V-IV

Course	Title	Credits
<u>AV 251</u> <u>BUS 201</u>	<u>Fitness</u> <u>Human Resource Management</u>	<u>1.3</u>
<u>AV 401</u> <u>BUS 226/</u> <u>ECON 226</u>	<u>Aviation Theory III</u> <u>Economic and Business Statistics (formerly BUS 301/ECON 301)</u>	<u>3</u>
<u>AV 411</u> <u>BUS 227</u>	<u>Simulation</u> <u>Multi Engine</u> <u>New Business Development</u>	<u>1.3</u>
<u>AV 421</u>	<u>Aircraft</u> <u>Multi Engine</u>	<u>1.5</u>
<u>AV 431</u>	<u>Advanced Airmanship</u>	<u>1</u>
<u>BUS 349</u> <u>247</u>	<u>Financial</u> <u>Introductory Management</u> <u>I</u> <u>Accounting</u>	<u>3</u>
<u>BUS 261</u>	<u>Business Law</u>	<u>3</u>

Semester V

Course	Title	Credits
<u>BUS 320</u>	<u>Business Research Methods</u>	<u>3</u>
BUS 400	Business and Society	3
<u>ECON 307</u>	<u>Managerial Microeconomics</u>	<u>3</u>
PHYS 101	Physics	5

Semester VI

Course	Title	Credits
<u>AV 252</u>	<u>Fitness</u>	<u>1</u>
<u>AV 402</u>	<u>Aviation Theory IV</u>	<u>3</u>
<u>AV 412</u>	<u>Simulation</u> <u>Crew Operations</u>	<u>1</u>
<u>AV 422</u>	<u>Aircraft</u> <u>Instrument</u> <u>Multi Engine</u>	<u>1.5</u>
<u>AV 432</u>	<u>Advanced Airmanship II</u>	<u>1</u>
<u>BUS 305</u> <u>349</u>	<u>Industrial Relations</u> <u>Financial Management I</u>	<u>3</u>
BUS 360	International Air <u>Transportation</u> <u>Transportation</u>	3
<u>Elective</u>	<u>Upper level Business or Economics</u>	<u>3</u>

Note: Students entering fourth year of the BBA Aviation degree will be required to select either the Heavy Jet Transport or the Professional Flight Instructor option for

Semester VII and VIII

Semester VII

Course	Title	Credits
AV-351	Fitness	0.5
AV-405	Advanced Jet Transport Systems and Performance	3
BUS-403	Strategic Management	3
BUS-460	Aviation Management	3
Elective	A second language	3
Elective	Upper level Business or Economics, or MATH 141	3

Plus:

Courses for Heavy Jet Transport or Professional Flight Instructor options (see additional chart below)

Semester VIII

Course	Title	Credits
AV-352	Fitness	0.5
AV-404	Advanced Aerodynamics and Operating Procedures	3
BUS-404	Management Science	3
BUS-405	Strategic Management Simulation	3
BUS-420	International Business	3
Elective	Social Science elective (other than Economics)	3

Semester VII

Plus:Course	Title	Credits
Courses for Heavy Jet Transport or Professional Flight Instructor options (see additional chart below)	<u>BUS 403</u>	
<u>BUS 404</u>	Strategic Management	3
<u>BUS 460</u>	Management Science	3
<u>BUS 462</u>	Aviation Management	3
	<u>Business and Corporate</u>	
	<u>Aviation Management</u>	3

Heavy Jet Transport option**Semester VII-VIII**

Course	Title	Credits

<u>AV 403</u>	Jet Transport Systems and Operations	+
<u>AV 414</u> <u>BUS 405</u>	Strategic Management Simulation—Jet Transport Operations I	<u>23</u>
<u>BUS 464</u>	Airport Planning and Management	<u>3</u>
<u>Elective Additional language</u>	<u>A second language</u> Any Modern Language 101 course or above	<u>3</u>

Semester VIII

Course Title	Credits
<u>AV 415 Simulation—Jet Transport Operations II</u>	<u>2</u>

Professional Flight Instructor option**Semesters VII Program regulations****a. Continuance and VII probation**

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92).

b. Course repetition

See UFV's Course Repeat policy (86).

c. Readmission

Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Appeals for re-admission

Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.

In general, 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 applied for. Re-admission is not automatic.

b.—Residency

Course	Title	Credits
AV 451A and B	Theory Instructor	2
AV 452A and B	Flight Instructor Practicum	+

d.

At least 50% of the course work, including at least 10 upper-level business courses numbered BUS 300-499, must be completed at UFV.

Courses taken at partnering universities through an approved Study Abroad student exchange may be used to meet residency requirements.

e. Graduation requirements

A cumulative program GPA (PGPA) of 2.67 or higher on all courses applicable toward the BBA program, and a cumulative GPA (CGPA) of 2.0 on all courses attempted, are required for graduation.

At the time of applying for graduation no course applicable to the BBA program may be older than 10 years, and no upper-level BUS or ECON course applicable to the BBA may be older than five years.

See the Graduation section of the calendar for more information.

f. Maximum length of time to complete program

Students are allowed up to eight consecutive years to complete program requirements.

Students with personal extenuating circumstances can apply to the Director of the School of Business for an extension. At the Director of the School of Business' discretion, an extension of up to two years, allowing up to ten consecutive years for program completion, might be granted.

Bachelor of Business Administration (Aviation) Honours degree

Students in the Bachelor of Business Administration (Aviation) program have the option of completing a Bachelor of Business Administration (Aviation) Honours degree. The following conditions apply to this program:

Students must formally apply for entry to the program after completing no fewer than 60 credits and no more than 90 credits applicable to the BBA Aviation. The program chair's approval is needed for admission. Applications after completion of more than 90 credits will only be considered under extenuating circumstances.

A CGPA of 3.5 or above on all courses applicable to the degree is required for admission, continuance and graduation.

Students must complete an additional 12 credits beyond the credits required for the BBA (Aviation) degree. These credits must come from upper-level (numbered 300-400) Business courses; upper-level courses from other areas may be counted toward this total with the program chair's approval.

Students must also complete the requirements of at least one of the Business [majors or minors](#) listed in the UFV calendar.

Course listings

For complete details on courses see the [course descriptions](#) section.

[Return to main School of Business page](#)

[Return to main Aviation page](#)

Aviation AVIATION

coastalpacific.com

ufv.ca/business

Business Administration (Aviation) diploma **(two-year program)**

The two-year Aviation diploma program combines skills that prepares graduates for a career within the aviation industry. Five courses (15 credits) from the Business Administration diploma are replaced with aviation training, while still allowing the development of core business skills including accounting, communications, human resources, marketing, and management.

Students enrolled in the program must present the following Transport Canada approved aviation credentials in order to graduate and will receive a total of 15 credits towards the diploma:

- Private Pilot's license – 3 credits,
- Instrument Rating – 3 credits,
- Commercial Pilot's Licence – 6 credits, and
- Multi-Engine Rating or Instructor Rating – 3 credits.

Entrance requirements

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

- B.C. secondary school graduation, or equivalent. Students who have completed a high school equivalency program will also be considered but may have to complete the specific entrance requirements below.
 1. Prerequisites for CMNS 125.
 2. Prerequisites for MATH 140. (Math 12 is recommended.)
 - Prerequisites for MATH 140
 - Prerequisites for ENGL 105
 - Prerequisites for PHYS 101C or better in Physics 11 and English (Physics 12 (see Note is recommended))

Option 2: University entrance (for applicants who have completed at least nine post-secondary credits at a recognized post-secondary institution)

- Prerequisites for MATH 140
 - Prerequisites for ENGL 105
 - Prerequisites for PHYS 101C+ or better in Physics 11 (Physics 12 is recommended.)
 - Note 1: Students with minor academic deficiencies may still be considered but may be required to complete preparatory Minimum cumulative GPA of 2.0 on all courses in addition applicable to the Aviation program. diploma
4. Note 2: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

Students must have completed the private pilot flight test within six months prior to entering the program, or have completed the private pilot flight test within one year with a minimum of 10 hours flying time within the six months preceding the first day of classes. Students who do not meet these requirements must complete a flight evaluation with Coastal Pacific. Students who do not meet the Business Administration (Aviation) diploma admission requirements might consider Qualifying Studies and/or meeting with a UFV academic advisor.

3. Aviation or designate. Students must also have completed the private pilot written examination within the 12 months preceding the first day of classes or be required to achieve a minimum of 60% on an entrance exam equivalent to the private pilot written exam.
4. Current Transport Canada Category 1 medical certification.
5. Applicants must also satisfy an entrance evaluation which includes an interview(s), a qualifying exam, and an assessment of references.

When to apply

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuous application process for more information.

Applications are accepted for entrance to the fall and winter semesters. For application deadlines, see the Specific intake application process section.

How to apply-

~~The two year program starts in September. As seats in the program are limited, students should apply as early as possible. Applications should be completed prior to March 30 for enrolment in September. Late applications will be considered if space permits.~~

1. ~~Apply online at ufv.ca/admissions/admissions/apply. International students pay higher application fees and should contact [UFV International](#).~~

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

~~Proof of B.C. secondary school completion or equivalent, and transcript (or interim transcript) showing grade achievement as per entrance requirements.~~

1. ~~Transcripts showing grade achievement for any post secondary study.~~
2. ~~A medical certificate showing a Transport Canada Category 1 Medical.~~
3. ~~Apply to Coastal Pacific Aviation at coastalpacific.com. A separate \$150 application fee will be required.~~
4. ~~Qualified applicants will be interviewed by Coastal Pacific during February or March for September enrolment.~~
5. ~~After evaluations have been made, interviewed candidates will receive a letter stating the results. Candidates being offered a seat will receive a confirming letter, outlining registration details, starting dates, aviation supplies required, and an enrolment agreement. Prior to acceptance the candidate may be required to provide proof of financial ability to pay for educational expenses.~~
6. ~~Any requests for transfer of academic course equivalencies should be made to the Office of the Registrar.~~
 1. Apply online at www.ufv.ca/ar/admissions/apply.
 2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (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.

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.

Location and scheduling

Academic courses may be held on all UFV campuses, including Abbotsford, Mission, and Chilliwack. ~~Aviation classroom instruction, flight training and simulator training will be conducted at Coastal Pacific Aviation, Abbotsford Airport. Please note that there is no public transportation available to the airport and between some campuses. Students are expected to be available for flight training seven days a week.~~

~~Instruction at Coastal Pacific and UFV begins in September. UFV courses will normally be completed by mid April and flight instruction and flight time may continue through May. Coastal Pacific's summer program for students who need to complete their private pilot license is offered during the months of July and August and must be completed prior to program commencement.~~

~~Note: The aviation portion of the two year Aviation diploma program must be completed within four years. All other graduation requirements must be completed within seven years.~~

~~For any aviation program, all of the aviation courses shown for a semester must be taken concurrently.~~

Residency requirement

~~Students enrolled in UFV/CPA aviation programs are required to complete all subsequent flight and simulator training in residence at UFV/CPA. Flight training at other schools while enrolled at UFV/CPA is not permitted.~~

Undergraduate continuance

~~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. For further details, see the [Academic standing and undergraduate continuance section](#) of the academic calendar. Academic standing is governed by UFV's [Undergraduate Continuance policy \(92\)](#).

Course repeats

A course may be repeated in order to improve the cumulative GPA. However, you may not register for the same aviation course more than twice.

Graduation

To qualify for an aviation diploma, students must obtain a minimum GPA of 2.0 (a C grade) in each semester as well as cumulatively.

Fees and otheradditional costs

Fee estimates are in effect for 2016/17 and are subject to change for the next calendar year. Approximate total fees for the two year diploma program are \$68,000. Contact the aviation coordinator at Coastal Pacific to obtain a current fee summary.

Note: There are two fee structures.

UFV fee summary

UFV course fees will be paid at the university. See the [See the Fees and Other Costs](#) section for UFV student fees.

Coastal Pacific Program duration and total number of credits

The Aviation fee summary

Coastal Pacific fees will be paid at the Abbotsford Airport to Coastal Pacific Aviation. Flight training fees are subject to change and vary for each individual.

Students accepted to the diploma program are required to wear a uniform. The initial cost for shirts, slacks, sweater, jacket, and ties is approximately \$425. Additional items may be required throughout the course. normally completed within two year of study consisting of 61 credits.

Program outline-

Semester I

Semesters I and II

Course	Title	Credits
<u>BUS 100AV</u>	<u>Introduction to Business</u> <u>Fitness I</u>	<u>4.3</u>
<u>151</u>		
<u>AV</u>	<u>Aviation Theory I</u> <u>Principles of Microeconomics</u>	3
<u>201ECON</u>		
<u>100</u>		
<u>AV</u>	<u>Simulation—Instrument Procedures I</u> <u>Academic Writing</u>	<u>4.3</u>
<u>211ENGL</u>		
<u>105</u>		
<u>AV</u>	<u>Aircraft—Commercial I</u> <u>Algebra and Functions for Business (see Note 1)</u>	<u>4.53</u>
<u>221MATH</u>		
<u>140</u>		
<u>BUS 120</u>	<u>Essentials of Marketing</u>	<u>3</u>
<u>AV 231BUS</u>	<u>Human Factors I</u> <u>Introductory Financial Accounting I</u>	<u>4.3</u>
<u>143</u>		
<u>CMNS 125</u>	Communicating Professionally to Academic and Workplace Audiences	3
<u>ECON</u>		
<u>101</u> <u>BUS 100</u>	<u>Principles of Macroeconomics</u> <u>Introduction to Business</u>	3
<u>STAT</u>	<u>One of STAT 104, Statistics I</u> <u>STAT 106, MATH 110, MATH 111, or</u>	
<u>106MATH</u>	<u>MATH 141 (see Note 2)</u>	<u>3-4</u>

Semesters III and IVSemester II

Course	Title	Credits
<u>AV 152</u>	<u>Fitness II</u>	<u>4</u>
<u>AV 302BUS</u>	<u>Aviation Theory II</u> <u>Introductory Financial Accounting II</u>	3
<u>144</u>		

<u>AV 312</u>	<u>Simulation—Instrument Procedures II</u>	<u>+</u>
<u>AV 322</u>	<u>Aircraft—Commercial II</u>	<u>1.5</u>
<u>AV 332</u>	<u>Human Factors II</u>	<u>+</u>
<u>CMNS 251</u>	<u>Professional Report Writing (see Note 2)</u>	<u>3</u>
<u>CIS 100</u>	<u>Introduction to Computers and Digital Technologies (see Note 2)</u>	<u>3</u>

<u>BUS 203</u>	<u>Organizational Behaviour</u>	<u>3</u>
<u>BUS 249</u>	<u>Introduction to Finance</u>	<u>3</u>
<u>BUS 201</u>	<u>Human Resource Management</u>	<u>3</u>
<u>BUS 247</u>	<u>Introductory Management Accounting</u>	<u>3</u>
<u>BUS 261</u>	<u>Business Law</u>	<u>3</u>

Semesters III and IV

Course	Title	Credits
<u>AV 251</u>	<u>Fitness III</u>	<u>+</u>

and AV 252	Fitness IV	+
AV 401	Aviation Theory III	3
AV 402	Aviation Theory IV	3
AV 411	Simulation—Multi Engine	+
AV 412	Simulation—Crew Operations	+
AV 421	Aircraft—Multi Engine (see Note 1)	1.5
AV 422	Aircraft—Instrument/Multi Engine (see Note 1)	1.5
AV 431	Advanced Airmanship I	+
AV 432	Advanced Airmanship II	+

PHYS 101	Introductory General Physics I	
or ASTR 103	Astronomy: The Solar System	4-5
Electives	Five university level courses (100 level or above), totalling at least 15 credits	15

Note 1: Students ~~who select the instructor option complete AV 451A and B: Theory – Instructor, and AV 452A and B: Flight Instructor Practicum, instead of AV 421 and AV 422.~~

~~Note 2: Students intending planning to complete transfer their credits to the BBA (Aviation) should take BUS 160, STAT 106, and ENGL 105. MATH 141~~

~~Alternate core courses are available for students interested in continuing on for a degree after completing the diploma program.~~

~~Students who plan on ladder into the BBA Aviation degree after completion of the two year Aviation diploma are advised that they will be required to complete all the requirements of the BBA Aviation as outlined in the four year Aviation degree program. Students are advised to consult the aviation coordinator to determine their course schedule.~~

~~Second year course selection for the two year program (a total of six including Physics) will require aviation coordinator approval. Students are expected to pursue subjects of interest and to broaden their academic development in preparation for non flying responsibilities they may face. Elective choices may be limited each semester by ground school, aircraft, and simulator scheduling.~~

~~Students who have completed college or university courses similar to those listed above may be able to transfer credits. Refer to the [Transfer credit](#) section of the calendar.~~

Program regulations

a. Continuance and probation

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92).

b. Course repetition

See UFV's Course Repeat policy (86).

c. Readmission

Students who have been required to withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Appeals for re-admission

Students who are required to withdraw from the program must submit an appeal for re-admission if they wish to resume studies in the program.

In general, 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 applied for. Re-admission is not automatic.

Residency Although program requirements are shown in four semesters they do not have to be taken consecutively. It is necessary, however, to take each semester's aviation theory concurrently with that semester's flying and simulator sessions.

Course listings

For complete details on courses see the [course descriptions](#) section.

d.

At least 25% of the course work must be completed at UFV.

e. Graduation requirements

A cumulative program GPA of 2.0 or higher on all courses applicable toward the diploma program is required for graduation.

See UFV Graduation policies for more information.

f. Maximum length of time to complete program

Students are allowed up to seven years to complete program requirements.

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