



**UNDERGRADUATE EDUCATION COMMITTEE (UEC)
August 31, 2017 - 10:00 AM
B121**

AGENDA

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Page

- 1. ANNUAL RETREAT**
  - 3 1.1. Degree audit and renumbered courses
  - 4 - 20 1.2. B.C. high school curriculum changes
    - Implications for admission
    - Implications for course prerequisites
  - 21 - 27 1.3. Guidelines for committee members and Robert's Rules of Order
  - 1.4. Participation marks as a significant portion of final grade
- 2. APPROVAL OF UEC BUSINESS AGENDA**
- 3. APPROVAL OF UEC MINUTES**
  - 28 - 32 3.1. UEC draft minutes: June 16, 2017
- 4. COURSE OUTLINES**
  - 33 - 36 4.1. Visual Arts
    - Changes including prerequisites and course number: VA 261 (formerly VA 161)
- 5. OTHER BUSINESS/DISCUSSION ITEMS**
  - 5.1. Academic Planning and Priorities Committee (APPC) designate
  - 37 - 39 5.2. Standing Committees of Senate Rules for the Conduct of Business
  - 40 - 42 5.3. Draft course outline form and learning outcomes
- 6. INFORMATION ITEMS**
  - 6.1. Minor course changes

Page

BIO 407, 497, 499  
CMNS 353, 430  
ENGR 113  
PHIL 210  
PHYS 410, 457

43        **6.2. UEC meeting dates for 2017/16**

44        **6.3. UEC membership for 2017/18**

**7. ADJOURNMENT**



## MEMO

To: UEC  
From: Marlene Murray  
Date: 22/08/2017  
Re: DegreeWorks and renumbered courses changing levels over time

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Regarding renumbered courses changing levels over time

Over the years we have had many courses change levels as they are renumbered. When a course changes level and the department deems the old course and the new course equivalent they are entered as equivalent courses in Banner. The department responsible for the course considers how these courses will be applied to their program, but they may not consider other areas of impact. Because DegreeWorks pulls its information from Banner and these courses are entered as equivalent, the software applies them equally for all requirements across all programs. This is great for courses renumbered in the same level, but courses that change level add a complication, especially those that move from lower-level to upper-level or the reverse.

If for instance HIST 322 is renumbered to HIST 221 and made equivalent, then HIST 322 will meet all the requirements HIST 221 could meet. For example if the History major requires:

1 Course in HIST 100:299 –the requirement can be met by HIST 322 taken previously

OR

HIST 220 is renumbered to HIST 324 and made equivalent, and if the History major requires:

1 Course in HIST 324 - the requirement can be met by HIST 220 taken previously

AND

If the Criminology Degree requires:

2 Courses in any university 300:499 general elective -3 credits of the requirement can also be met by HIST 220 taken previously

AND

If the BSC degree requires 45 upper-level credits -3 credits of the requirement can be met by HIST 220 taken previously

Some of these examples may not be how departments and faculties intend these courses to be applied and up until now there may be different ways in which advising areas have used these courses to meet requirements. For instance if HIST 220 is used to meet an upper-level History major requirement, currently a student is required to take an additional upper-level history course if they don't meet the 30 upper-level credit requirement of the Major. This practice may not be consistent across the institution. DegreeWorks gives us the opportunity to think about how we want renumbered courses to be applied across all programs.

**UEC Briefing Note****BC Curriculum Changes and Implications for Admission to UFV****Background****August 2017**

The University of the Fraser Valley admits students to programs through a variety of assessments, but a large portion of our new students come to us directly from British Columbia High School. The BC high school curriculum is undergoing significant changes and we will start seeing students who have studied under this by September 2019. As the changes involve both the updating of existing courses (e.g. Foundations of Math 12), major revisions of existing courses (e.g. changing of Biology 12 to Anatomy and Physiology 12 and Apprenticeship and Workplace Math 12 to Apprenticeship 12) and brand new courses (e.g. Computer Science 12, Statistics 12) UFV needs to establish a process to evaluate the changes.

**The Issue:**

We must review our admission requirements and course prerequisites in light of the looming changes so that we may advise students on our requirements as soon as winter 2018. UEC has responsibility for advising Senate on Undergraduate Admission requirements, and in order to do so will need advice and guidance from the academic units on how the changes will affect our current requirements.

Note: We have been advised that some schools are piloting the new curriculum. Students graduating prior to June 2019 will present courses under the existing course codes.

**What is known:**

In April 2017 the BC Ministry of Education published a comparison guide for Mathematics and Science Courses.

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/BC\\_Curriculum\\_Comparison\\_Guide.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/BC_Curriculum_Comparison_Guide.pdf)

In June 2017 the BC Ministry of Education published a comparison guide for English and French Language Arts and Social Studies.

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/BC\\_Curriculum\\_Comparison\\_Guide\\_ELA\\_SS\\_June\\_2017.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/BC_Curriculum_Comparison_Guide_ELA_SS_June_2017.pdf)

The detailed curriculum descriptions are available on a Ministry web resource.

Graduating students will receive transcripts with courses and grades listed as is current practice

**Process:**

The Office of the Registrar will provide Faculties with the revised and new curriculum that is currently available and ask that it be assessed to ensure current courses still meet our basic expectations and that

they evaluate the new courses for applicability. As the new curriculum is released this information will be passed to the respective academic units. Once these evaluations are complete Faculties that use specific and general high school courses in their admission decisions and first year course prerequisites will revisit their requirements and bring forward recommended changes to UEC for review and approval prior to Senate approval.

**Timeline:**

May – June 2017: OReg initiate contact with Faculties to begin review BC Curriculum

September – November 2017: Faculties review

December: UEC review and approval

January: Senate Approval

February: Public announcement

**Key message:** During the transition to full implementation of the new curriculum, no student will be disadvantaged in the admission process.

DRAFT

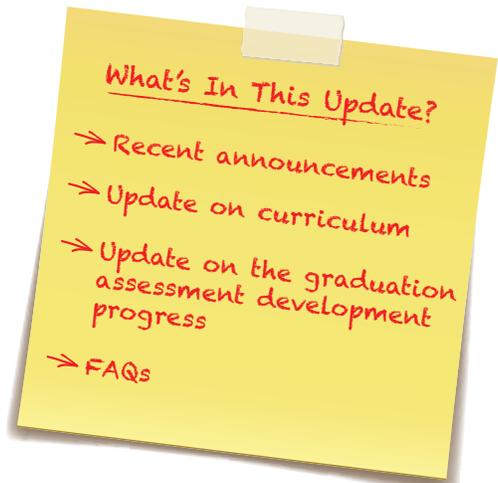
# Educator Update: Graduation Years, Grades 10–12



## WELCOME MESSAGE

The purpose of the Educator Update is to provide educators across the province with current thinking, direction, and decisions regarding the transformation of the education system.

This update brings together recent announcements relevant to the education of students in Grades 10–12, provides an update on progress related to those announcements, and outlines the next steps. Included in this update is a section of questions and answers relevant to curriculum and assessment and graduation requirements.



## Recent Announcements

### Curriculum Extension

November 2016

The Ministry announced that the redesigned Grade 10–12 curriculum will be implemented at the beginning of the 2018/19 school year. This extra year gives teachers and principals more time to work with the redesigned curriculum and provide feedback to the Ministry. This announcement is available at [BC Gov News](#).

### Provincial Assessments

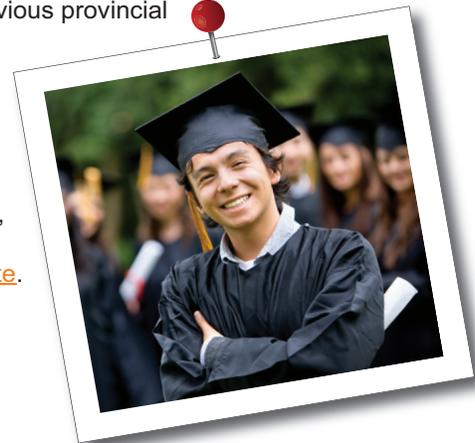
May 2016

The Ministry announced that literacy and numeracy assessments will replace the previous provincial course-based examinations. Information is available at the [curriculum website](#).

### Graduation Requirements

May 2016

The Ministry announced that the number of credits required to graduate would remain the same, at 80 credits. Information is available at the [curriculum website](#).



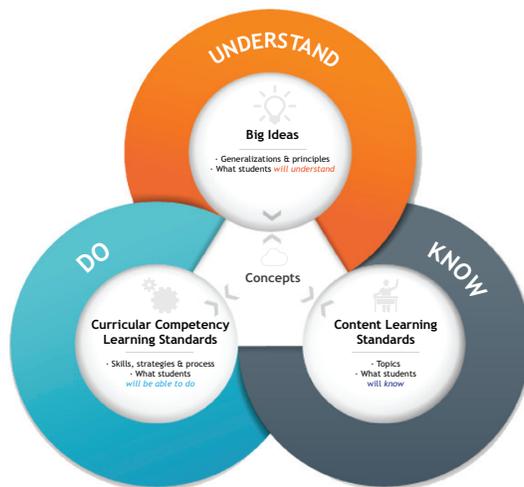
BRITISH COLUMBIA

Ministry of Education

## WHERE WE ARE TODAY: CURRICULUM AND ASSESSMENT

### Grades 10–12 Curriculum

All curricula for K–12 have been redesigned using the same framework, including Big Ideas and Curricular Competency and Content learning standards. Core Competencies are also at the core of the curriculum redesign.



Core Competencies

The redesigned draft Grade 10–12 curriculum is available for trial in classrooms across the province. Trialing the curriculum is an opportunity to get accustomed to what’s new and provide feedback to the Ministry to improve curriculum before it is finalized.

**Summer 2015**

First proposals for Grade 10–12 curriculum for most areas of learning were posted. Based on feedback, these early proposals were revised to become the curriculum drafts currently online.

**Summer 2016**

Draft curricula were made available for a large number of courses in the areas of Language Arts, Science, Social Studies, Mathematics, Physical and Health Education, Arts Education, Career Education, Second Languages, and Applied Design, Skills, and Technologies.

**Winter 2016/17**

Draft curriculum for Arts Education courses were posted in December 2016, and additional Second Language courses will be posted in January 2017.



Read about [BC's Redesigned Curriculum](#).



**Graduation Program**

As announced, graduation requirements will not change: students will require 80 credits total – 52 required course credits and 28 elective course credits. The requirement for 16 credits at the Grade 12 level also continues.

To align with transformation directions, relevant graduation policies are under review. Consultations with educators are currently underway regarding Board/Authority Authorized Courses, External Credentials, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency polices. Details are forthcoming.



Read the [Graduation Requirements for 2018/2019](#).



## Assessment

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Advisory Group on Provincial Assessment (AGPA) submitted its final report of recommendations.
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A Think Tank on Graduation Assessments consisting of K–12 and post-secondary educators met to discuss and provide advice about the directions for BC’s provincial graduation assessments, including purpose, definitions, structure, and reporting methods for new literacy and numeracy assessments.
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The Ministry collaborated with educators and reviewed the work of assessment specialists to draft a design framework to enable teams of educators to develop the new literacy and numeracy assessments. This process is ongoing.
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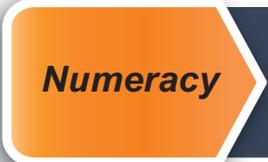
The new literacy and numeracy assessments are in the “design” and “develop” stages of assessment development as described on the curriculum website.

## Design Elements of the Numeracy and Literacy Assessments

Teacher teams are currently refining the design and developing the literacy and numeracy assessments. Consultation on various aspects of the literacy and numeracy assessments will continue as development progresses through the spring of 2017.

Central to the design framework are the definitions of literacy and numeracy. The definitions are used to clarify what is being assessed and reported:

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Literacy is the ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.
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Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.

These assessments are broad-based measures of literacy and numeracy skills relevant to daily life; they are not measures of content in specific Mathematics or Language Arts courses.

**Current working assumptions on the *purpose* of the new graduation assessments is that they will:**

- ✓ Provide system-level information in the areas of literacy and numeracy
- ✓ Support decision-making at various levels (for example, interventions, planning, curriculum, policy, research)
- ✓ Serve as a common graduation requirement for all students
- ✓ Provide students with evidence of their proficiency in literacy and numeracy for use after graduation

**Current working assumptions for the assessments are as follows:**

- ✓ Numeracy will be introduced in the 2017/18 school year.
- ✓ Literacy will be introduced in the 2018/19 school year.
- ✓ Three administrations are proposed in 2017/18 – January, June, and August over one-week windows.
- ✓ Student results are not tied to any particular course, but will measure student proficiency across multiple core subjects.
- ✓ Assessment will be required for graduation; results will appear on students' transcripts.
- ✓ Student results will be reported on a proficiency scale and may also include a numeric score.
- ✓ The number of times students may rewrite the assessments is under discussion.
- ✓ Marking will be centrally organized.
- ✓ The oral component in the Français langue première and Français langue seconde-immersion assessments is under redesign.
- ✓ The Language Arts 12 exam will remain in place at this time and will continue to be worth 40% of the final course mark for Language Arts 12.



For a preview of the structure of these assessments, please see [Graduation Assessments: Design Framework and Assessment Structure](#).

## Post-Secondary Consultations

The Ministry is working with representatives from BC colleges, universities, and other post-secondary institutions to provide curriculum information to support reviews for admission purposes. The goal is to have course descriptions ready for post-secondary institutions in the spring of 2017.

## Consultations and Research

As part of its curriculum and assessment development processes, the Ministry has consulted with a wide range of K–12 and post-secondary educators and academic experts, collected and reviewed research from around the world, and sought feedback on draft materials from a broad range of educators and the public at large. The following consultation summaries provide the context for curriculum and assessment developments:

- [Advisory Group on Provincial Assessment Final Report](#) (September 2015)
- [Advisory Group on Provincial Assessment Report I](#) (June 2014)
- [Curriculum Redesign Update](#) – Summary of feedback (Winter 2014)
- [Exploring Curriculum Design](#) (January 2013)
- [Defining Cross Curricular Competencies](#) (January 2013)
- [Enabling Innovation: Transforming Curriculum and Assessment](#) (August 2012)
- [Graduation Consultations](#)



Read the Ministry's [development processes](#) on the curriculum website.

## WHAT'S NEXT

### Curriculum

The next steps toward implementation of the Grades 10–12 curriculum in 2018/19 include posting the remaining draft curricula for Second Languages, determining the final sets of courses within each area of learning, revising and finalizing curriculum based on feedback, consulting with post-secondary institutions on course acceptance for admission, and establishing course codes.

### Assessment

The next steps in the development of the new literacy and numeracy assessments include further development and consultation on the Design Framework and Assessment Structure, further development and trialing in classrooms, technical and specialist reviews of assessment questions, and the posting of full specifications for both literacy and numeracy assessments, including sample assessments.

## Curriculum and Assessment Timeline

The chart below shows the timeframe for key next steps.



|                       | Curriculum                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spring 2017</b>    | <ul style="list-style-type: none"> <li>Determine final courses and prepare initial course summaries to support planning in secondary schools and post-secondary articulation and review</li> <li>Begin developing instructional samples for the Grades 10–12 curriculum</li> <li>Provide curriculum information to institutions, colleges, and universities to support reviews for admission purposes</li> </ul> | <ul style="list-style-type: none"> <li>Continue development and consultation on the Design Framework and Assessment Structure</li> <li>Provide general information about proficiency levels for literacy and numeracy</li> <li>Provide information and example tasks for <b>numeracy</b> assessment</li> <li>Conduct field trial of draft <b>numeracy</b> assessment in a small sample of schools</li> </ul> |
| <b>Summer 2017</b>    | <ul style="list-style-type: none"> <li>Consolidate and report on feedback received for the Grades 10–12 draft curriculum</li> <li>Provide course codes and course descriptions for scheduling in the 2018/19 school year</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Post full specifications for the <b>numeracy</b> assessment, including sample assessment and scoring rubrics</li> </ul>                                                                                                                                                                                                                                               |
| <b>Fall 2017</b>      | <ul style="list-style-type: none"> <li>Revise Grades 10–12 curriculum drafts based on feedback</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Conduct field trial of draft <b>literacy</b> assessment in schools</li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Winter 2017/18</b> |                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Administer <b>numeracy</b> assessment for the first time (January 2018)</li> <li>Conduct marking and standard-setting sessions for <b>numeracy</b> (January/February 2018)</li> </ul>                                                                                                                                                                                 |
| <b>Spring 2018</b>    | <ul style="list-style-type: none"> <li>Finalize Grades 10–12 curriculum</li> </ul>                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Conduct field trial of draft <b>literacy</b> assessment in schools</li> <li>Post full assessment specifications for <b>literacy</b>, including sample assessment and scoring rubrics</li> </ul>                                                                                                                                                                       |
| <b>Fall 2018</b>      | <ul style="list-style-type: none"> <li>Grades 10–12 curriculum is mandated for use</li> </ul>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Winter 2018/19</b> |                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Administer <b>literacy</b> assessment for the first time (January 2019)</li> <li>Conduct marking and standard-setting sessions for <b>literacy</b> (January/February 2019)</li> </ul>                                                                                                                                                                                 |

## Frequently Asked Questions

### Curriculum

#### Q. How has the curriculum for Grades 10–12 changed?

A full description of the redesigned curriculum is available on the [curriculum website](#).

#### Q. Why has the implementation schedule for the Grades 10–12 curriculum changed?

The change in the implementation schedule allows more time for educators to trial the redesigned curriculum, and for districts and schools to fully prepare for implementation.

#### Q. Are new course codes available for draft Grades 10–12 curricula?

New course codes are not available while the curriculum is in draft form. For this school year and next, teachers can trial parts of the draft curriculum; however, courses should be scheduled and reported using existing course codes. This process follows what was used for trialing of the curriculum in Grades K–9.

If you have questions about graduation requirements in relation to the draft curriculum, please contact the curriculum team at [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca). If you have questions about graduation requirements in general, please contact Student Certification at [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca).

The Ministry plans to have new course codes for Grades 10–12 available by August 2017 to support implementation in 2018/19.

#### Q. How might the new curriculum be delivered?

The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.



**Q. What is the relationship between Core and Curricular Competencies?**

Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of learning. When teachers focus on developing the skills and processes of that specific area of study, they are developing the Core Competencies within that area of learning. For example, students develop their abilities to think like a scientist in Science, communicate in Mathematics, and become socially responsible in Social Studies.



Watch the videos on the [Core Competencies](#) and the [Curriculum Competencies](#).

**Q. Is BC’s new curriculum inclusive of students with learning disabilities and other challenges?**

Yes. British Columbia promotes an inclusive education system in which all students are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs.

The Ministry will provide an Educator Update focused on inclusion. Topics in the update are expected to include flexible learning environments, differentiated instruction, course offerings, and accommodations.

**Q. Do the new 4-credit courses require 100–120 hours of instruction?**

There are no specified or recommended time allotments per subject. The curriculum design is intended to support student interests and a variety of teacher delivery methods.

In Grades 10–12, the draft curricula should be viewed as equivalent to previous or current curricula in terms of time allotments, but the minimum number of instructional hours will not be explicitly stated for each.

**Q. Why are Aboriginal perspectives woven through all subject areas?**

It is recognized that BC schools serve students from diverse cultures and backgrounds. The multicultural nature of the BC school system is highly valued, and all students’ heritages and cultures are celebrated. The inclusion of Aboriginal perspectives and knowledge specifically in the Guiding Principles for New Curriculum is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical foundation of BC and Canada. The integration of Aboriginal perspectives and knowledge in the curriculum serves as an important step to begin to address misunderstanding of Aboriginal cultures.

For example, Social Studies includes information about residential schools while Science includes Aboriginal peoples’ uses of indigenous plants and animals and their knowledge of the sky and landscape. Other areas such as Language Arts include content through opportunities to learn about Aboriginal people in the local community and local and national Aboriginal authors. The area of Mathematics includes content through different Aboriginal perspectives and contexts, such as the role of the mathematical concepts of circle geometry, surface area, and scale in the creation of circle dwellings.





### **Q. What happened to Communications 11/12?**

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The place of the Communications 11/12 courses within the draft curriculum was considered by the English Language Arts curriculum team. The decision to remove Communications 11/12 was based on an understanding that given appropriate supports, such as the provision of differentiated learning opportunities, all students can potentially do better in mixed ability groups. The Ministry has received feedback on this and has begun working with BC teachers from the ELA curriculum team to address this and other questions.

### **Q. Is Career Education an enrolling subject? How is Career Education intended to be delivered?**

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The delivery of Career Education is a local decision. What's important is that school authorities provide an education program that allows students to meet the learning standards. Schools will continue to have the flexibility to organize their programs in a manner that best meets the needs of their students. The notion for Career Education is that students will have a coach/mentor who will know their educational history and assist them in creating a profile of who they are and what they can do.

### **Q. What other Second Language curriculum drafts will be developed?**

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Curriculum teams and Ministry staff are currently completing drafts for American Sign Language (ASL), German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. The Second Language curriculum drafts will be available for review and feedback once posted on the curriculum website in January 2017.

### **Q. Does the curriculum for Second Languages require the learning of Aboriginal content?**

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Yes, both Aboriginal content and content relevant to the country of origin for a given language should be included. Aboriginal worldviews and perspectives as well as the First Peoples Principles of Learning greatly influenced all language curriculum and are woven throughout. The principles lend themselves well to second-language learning, as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. They also help create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to second-language acquisition.





**Q. What resources will be made available for new Grades 10–12 curriculum?**

Teacher-created [instructional samples](#) are available on the curriculum website. The instructional samples illustrate how some BC teachers are interpreting the new curriculum and using it in their classrooms. The Ministry will be updating the site with new examples as they become available, and will continue to do so as the Grades 10-12 curriculum is finalized.

The Education Resource Acquisition Consortium (ERAC) hosts a large number of reviewed and evaluated resources for BC schools. (See the ERAC database at <http://bcerac.ca/>.) The [BCTF TeachBC website](#) is another source of information for resources and support materials.

**Q. How can I provide feedback on the utility of the curriculum website?**

The curriculum website has grown along with the development of redesigned curriculum and assessment. Feedback on its utility can be sent via email to [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca).

**Q. How can I suggest an improvement to the curriculum drafts or report an error?**

Feedback for curriculum drafts can be sent via email to [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca). All feedback is reviewed and is considered during curriculum revisions.

**Assessment**

**Q. How long do students have to write or rewrite the previous provincial exams?**

Students who have completed courses associated with discontinued Grade 10/11 exams by June 30, 2016, will have until June 2017 to write/rewrite their exams.

Currently, Language Arts 12 exams are still in place and required.

**Q. Will students who take Foundations/Pre-calculus Math take the same assessment as those in Workplace math?**

Yes, students will take the same assessment. The numeracy assessment will not be tied to any course but will measure student proficiency in numeracy across multiple subjects.

**Q. Will those students who completed Math and Language Arts provincial exams have to write the new assessments?**

No, students do not write the new assessments if they wrote the “old” course-based exams.





**Q. When will the new literacy and numeracy assessments be introduced?**

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Numeracy will be introduced in the 2017/18 school year, beginning in January 2018.  
 Literacy will be introduced in the 2018/19 school year, beginning in January 2019.

**Q. Can you provide an overview or description of what the new literacy and numeracy assessments will look like?**

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Literacy and numeracy assessments are in the design and development stage.



For an initial outline of the assessment, see [Graduation Assessments: Design Framework and Assessment Structure](#) on the curriculum website. More details will be shared as the assessments are developed.

**Q. Will the new literacy and numeracy assessments be tied to a course?**

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No. Because these are broad-based measures, it is proposed that the assessments not be tied to a course mark. Instead, students will receive a description of their overall proficiency level for both literacy and numeracy.

**Q. Will the new literacy and numeracy assessments count for graduation?**

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Students will be required to write the assessments as a graduation requirement and a proficiency level will appear on their transcript.

**Q. How will they be reported?**

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Results will be reported on a proficiency scale and may have an associated numeric value. The proficiency scale will have several levels along with a description of that level. The levels will be set during a standard-setting session.

More details are forthcoming regarding the proficiency scale.

**Q. Will students be able to rewrite the new assessments to improve their placement on the proficiency scale?**

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Students will have opportunities to improve their proficiency by rewriting the literacy or numeracy assessments during their graduation years (Grades 10–12). The number of rewrites to be offered is currently under discussion.





**Q. Do students need to graduate with a certain proficiency level?**

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Students are not required to reach a minimum level of proficiency to graduate; however, current thinking is that they will have to complete enough of each assessment for a proficiency level to be assigned. Students will be required to take the assessments as a graduation requirement and be encouraged to reach their maximum proficiency.

**Q. What will be on the student’s transcript?**

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The current proposal is that the assessment results would appear as a stand-alone item on students’ transcripts. Assessment results are one piece of information in a student’s profile for use in a post-secondary or employment setting.

**Q. Will accommodations be provided for students who require them?**

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Yes. Current adjudication procedures are being reviewed and modernized to reflect transformation changes.

**Q. How will the new assessments be developed?**

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Like all BC provincial assessments and examinations, subject matter experts develop the assessments according to measurement guidelines and standards. The assessments undergo several development, review, and trialling processes.

The process follows internationally accepted procedures for establishing content validity of the assessment and reliability of its scores. In BC, the process involves considerable consultation with stakeholders and experts in the field. See [BC’s Curriculum and Assessment Development Processes](#) for more detail.

**Q. How are post-secondary institutions informed about the new assessment structures in BC?**

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Post-secondary experts were involved in AGPA, the Assessment Think Tank, and the development process and will provide technical and subject expert reviews and participate in standard setting.

The Ministry liaises with educational partner groups, including the post-secondary sector, to ensure smooth transitions for students.

Post-secondary experts are informing the design of the provincial literacy and numeracy assessments and will be included in other aspects as the work unfolds.



## Graduation Requirements

### Q. How have the graduation requirements changed?

With the exception of the discontinuation of several Grade 10 and 11 examinations, all current course requirements remain in place until the 2018/19 school year.

The new graduation requirements will take effect in the 2018/19 school year; however, students will still require 80 credits total – 28 elective course credits and 52 required course credits. The requirement for 16 credits at the grade 12 level also continues.

Several Grade 10 and 11 examinations have been discontinued and are being replaced with new numeracy and literacy assessments.

The key differences between the current (2004) Graduation Program and the new Graduation Program are overall redesigned curricula, provincial exam changes, and changes involving Physical and Health Education and Career Education courses.



Read the [graduation requirements](#).

### Q. What is happening with graduation program policies such as BAA?

All Graduation Program policies are under review. Consultations with educators are currently underway regarding the Board/Authority Authorized Courses, External Credential, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency policies. More details are forthcoming.



## Guidelines for Committee Members

The following guidelines are for members of UFV governance bodies and their standing committees but also may be useful for members of any operational committee or task force.

Each committee is doing important work on behalf of the university. Committees involve a number of people and a great deal of valuable time. Active involvement of every participant is important to ensuring the committee is effective and that the time involved is put to good use.

### Make a commitment

- Make the committee a priority if you are going to be a member.
- Ensure you understand the committee's mandate and terms of reference.
- Commit to attend meetings regularly and to take the time needed to prepare and participate in the work of the committee.

### Preparation

- Ensure you submit agenda items and exhibits within established deadlines. Refer to the *Process for submissions to Senate and the Senate governance committees* at <http://www.ufv.ca/senate/resources/>.
- Go over the agenda and materials before each meeting.
- Note questions or concerns, research information you might need, and/or talk to your colleagues prior to the meeting, as needed.
- Become familiar with Robert's Rules (*link to cheat sheet*). Members of Senate standing committees also should be familiar with the Rules for the Conduct of Business on Senate standing committees.

### Participation

- Arrive on time and plan to stay for the whole meeting. If you must leave early or miss a meeting, let the chair know in advance. Be aware of the effect of non-attendance on quorum.
- Ask questions or make comments in turn. Be brief and make your point; don't hold forth, repeat yourself, or otherwise waste time.
- Do your part to move through the agenda by moving or seconding motions.
- Help make good decisions by voting on issues. Remember that all committee members are expected to make decisions in the interest of UFV as a whole, not in the interest of a particular area.
- Honour your commitments. Note action items assigned to you. Try to complete tasks before the next meeting so matters can be concluded in a timely fashion.

### Meeting etiquette

- Turn off your phone or set it to vibrate. Take any calls outside the room.
- Be respectful of others' points of view. Challenge positions, not people. Don't interrupt or belittle others, even if you disagree.
- Avoid side conversations and activities such as reading or writing emails which are disrespectful and distracting to the chair and other participants.



## Robert's Rules of Order for Senate and Standing Committees of Senate

Senate and Standing Committees of Senate meetings are conducted according to Robert's Rules of Order. The following document provides an overview of Robert's Rules of Order and apply to Senate and Standing Committees, unless the bylaws or committee rules of order states otherwise.<sup>1</sup>

### Quorum

- Quorum for meeting is minimum of fifty percent (50%) of voting membership.<sup>i</sup>
- Normally the chair of any given meeting does not vote and is not counted towards quorum except in the case where the chair's participation is required to meet quorum. Leaves of absence will reduce quorum requirements accordingly.
- Where there are vacancies on standing committees, quorum is 50% of available voting membership – vacant positions are excluded from the count.
- If a quorum does not exist at a meeting, any action taken in the absence of a quorum is invalid. Once quorum is declared the meeting continues, unless bylaws or committee rules of order states otherwise.<sup>ii</sup>

### Motions

A motion is a formal proposal that the decision-making body will vote on.

- Motions must be made by voting committee members, unless bylaws or committee rules of order states otherwise.
- See Appendix 1 on Steps in a motion and Appendix 2 How to handle specific motions.

### Role of mover and seconder<sup>iii</sup>

Moving and seconding are steps that enable the introduction of motions to be put on the floor and debated. The mover is generally presumed to be in favor of the motion when he or she moves it, but is entitled to change his or her mind and vote against the motion.<sup>iv</sup> The individual seconding a motion does so only to get the motion debated, and it should not be assumed that the mover and/or seconder are in favour of the motion.<sup>v</sup>

The chair may ask the mover and seconder if they agree to amend or withdraw the motion they put on the table. This is incorrect. Neither the mover nor the seconder own the motion once debate on it begins; ownership shifts to the group. A decisions to amend or withdraw the motion is to be made by the group, collectively, and not unilaterally by the mover and seconder.<sup>vi</sup>

### Main motions

Motions introduce a new piece of business or propose a decision or action to be taken.<sup>vii</sup> The following are some aspects of main motions:

- Main motions cannot be applied to any other motions.
- There can be only one main motion on the floor at one time.

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<sup>1</sup> Contact the Secretariat office for further clarification on Roberts Rules of Order



- They are debatable, amendable, and can be reconsidered.

**Subsidiary motions:**<sup>viii</sup>

Motions that affect or change how a main motion is handled. Subsidiary motions are voted on before the main motion. Examples include:

**Postpone to a certain time**<sup>ix</sup>: To move to a later, specified time on the agenda or to the next meeting.

**Amendments**<sup>x</sup>: Used to clarify or modify a motion under consideration.

- Must state exact wording and where in the main motion the change is to be made.
- Amendments must be germane
- When an amendment needs to be amended, a secondary amendment results. Secondary amendments may not themselves be amended.
- A friendly amendment is an amendment to a motion that is perceived by all parties as an enhancement to the original motion, often only as clarification of intent. A friendly amendment should be handled the same as a regular amendment and must be adopted by the full body, either by a vote or by unanimous consent.

**Commit or refer**<sup>xi</sup>: Assigns the motion to a delegated committee for action (e.g., investigation or a report). The motion should specify the committee (or committee make-up if a special committee is to be formed) and deadline.

**Table**<sup>xii</sup>: To lay aside the business at hand in such a manner that it will be considered later in the meeting.

**Withdraw**: Before debate begins, a motion may be withdrawn by the mover. Once debate begins, only the assembly – by a majority vote or general consent – can withdraw it.

**Limit or Extend Debate**<sup>xiii</sup>: Use when circumstances call for shorter or longer speech.

**Previous Question**<sup>xiv</sup>: To close the debate and bring to an immediate vote.

**Adjourn**<sup>xv</sup>: A motion to end the meeting.

**Motions that Bring a Question Before the Assembly Again:**

- **Take from the Table**<sup>xvi</sup> - resume consideration of a main motion.
- **Rescind, Repeal or Annul**<sup>xvii</sup> - cancel something that has been previously approved.
- **Amend Something Previous Adopted**<sup>xviii</sup> - proposal to modify wording or text previously approved.
- **Discharge a Committee**<sup>xix</sup> - if a question has been referred to or a task assigned to a committee that has not made a final report, the committee may be discharged to allow the committee to take action or to drop the motion.
- **Reconsider**<sup>xx</sup> - within the same meeting that a motion has been voted on, the question may come before the assembly again as if it had not been voted on.

**Debating**<sup>xxi</sup>

Each speaker must first be acknowledged by the chair. When there are several people wishing to speak, each may speak in turn, and may not speak again until all others have had a turn. Speakers must keep



remarks relevant and appropriate to the discussion, on subject, and adhere to time limits.

A person may interrupt a speaker for these reasons only:

- to get information about business – point of information
- to get information about rules – parliamentary inquiry
- if he/she can't hear, safety reasons, comfort, etc. – question of privilege
- if he/she see a breach of the rules – point of order
- if he/she disagrees with the chair's ruling – appeal

## Voting

- *Putting the question* is when the chair calls for a vote on a motion. Voting is usually by show of hands, after the chair clarifies to the assembly what they are voting on.<sup>xxii</sup>
- Motions proposed usually require approval by a majority of all voting members present (i.e. more than 50% of the votes cast) although some motions, such as motions to limit or end debate, or suspend the rules require 2/3 of the votes cast. The committee chair may vote, unless by-laws or committee rules of orders state otherwise.
- Ex-officio means “by virtue of office”; an ex-officio member is a person who is entitled to a position on a board or committee for as long as he or she holds a certain office. Ex-officio members of boards and committees have the same rights and privileges as all other members, including the right to vote, unless the by-laws or committee rules of orders state otherwise.<sup>xxiii</sup>

## Abstention<sup>xxiv</sup>

In tallying the votes, abstentions do not count towards the in favour votes. If a vote fails as a result of abstentions, then the discussion will reopen and the vote will be called again on the majority of those present and voting (this time excluding abstentions).

Members should abstain when they have a direct personal interest in the matter that amounts to a real or perceived conflict of interest.

## References

Henry M. Robert III and others, *Robert's Rules of Order Newly Revised*, 11th ed. (Da Capo Press, 2011).

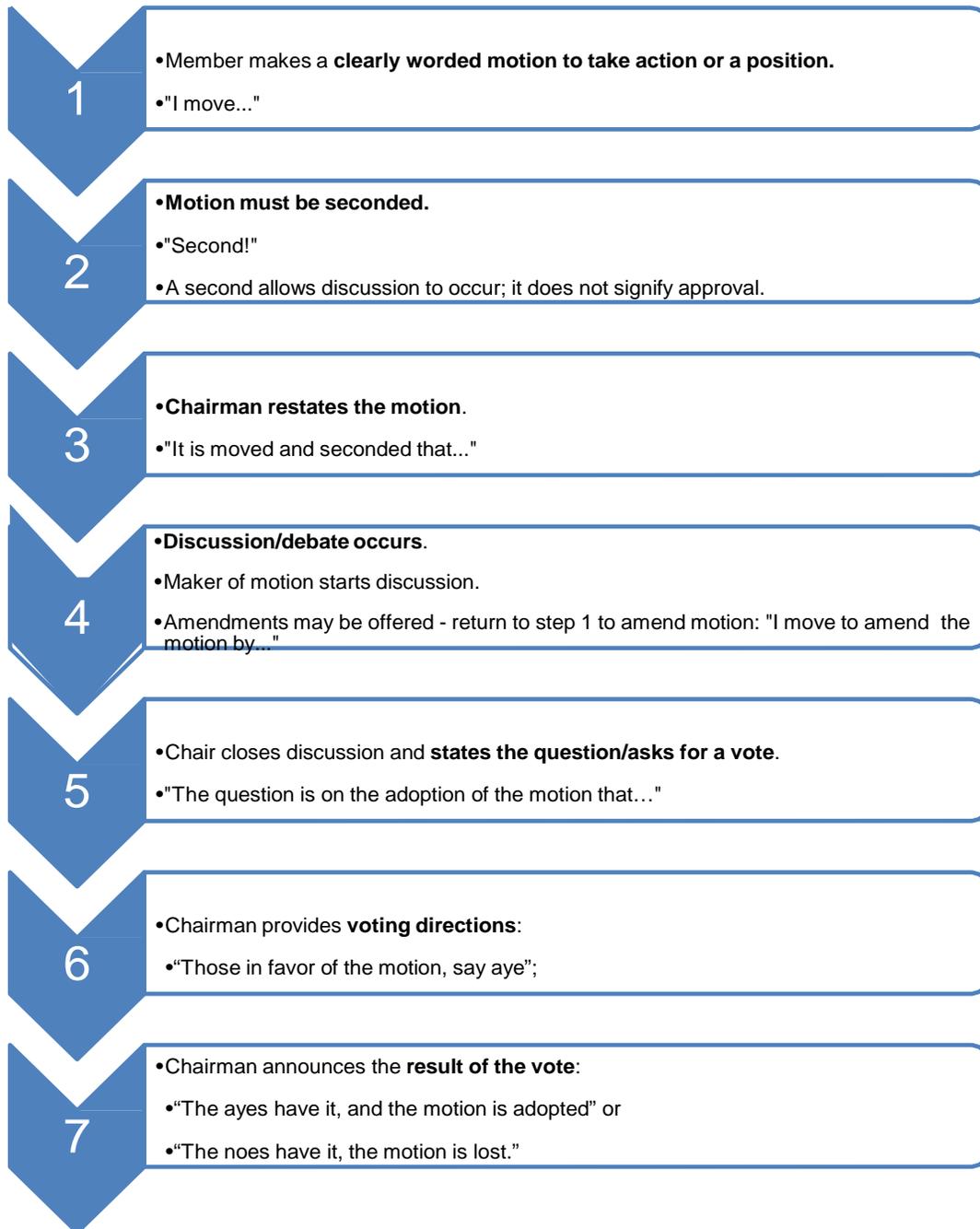
UFV Senate Bylaws – see <http://www.ufv.ca/senate/>

SGC Rules for the Conduct of Business – see <http://www.ufv.ca/senate/standing-committees/senate-governance-committee/>

Senate Standing Committee Rules for the Conduct of Business - see <http://www.ufv.ca/senate/standing-committees/>



**Appendix 1 - Steps in a motion**





**Appendix 2 - How specific motions are handled**

These motions are listed in order of precedence. A motion can be introduced if it is higher on the chart than the pending motion.

**S** indicates the section from Robert's Rules.

| <b>PURPOSE:</b>                                | <b>YOU SAY:</b>                         | <b>INTERRUPT?</b> | <b>2ND?</b> | <b>DEBATE?</b> | <b>AMEND?</b> | <b>VOTE?</b> | <b>S</b> |
|------------------------------------------------|-----------------------------------------|-------------------|-------------|----------------|---------------|--------------|----------|
| Close meeting                                  | I move to adjourn                       | No                | Yes         | No             | No            | Majority     | 21       |
| Make to follow agenda                          | I request regular order be resumed      | Yes               | No          | No             | No            | None         | 18       |
| Lay aside temporarily                          | I move to lay the question on the table | No                | Yes         | No             | No            | Majority     | 17       |
| Close debate                                   | I move the previous question            | No                | Yes         | No             | No            | 2/3          | 16       |
| Limit or extend debate                         | I move that debate be limited to ...    | No                | Yes         | No             | Yes           | 2/3          | 15       |
| Postpone to a certain time                     | I move to postpone the motion to ...    | No                | Yes         | Yes            | Yes           | Majority     | 14       |
| Refer to committee                             | I move to refer the motion to ...       | No                | Yes         | Yes            | Yes           | Majority     | 13       |
| Modify wording of motion                       | I move to amend the motion by ...       | No                | Yes         | Yes            | Yes           | Majority     | 12       |
| Bring business before assembly (a main motion) | I move that [or "to"] ...               | No                | Yes         | Yes            | Yes           | Majority     | 10       |

**Incidental Motions.** No order of precedence. These motions question procedure and are decided upon immediately.

| <b>PURPOSE:</b>         | <b>YOU SAY:</b>      | <b>INTERRUPT?</b> | <b>2ND?</b> | <b>DEBATE?</b> | <b>AMEND?</b> | <b>VOTE?</b> | <b>S</b> |
|-------------------------|----------------------|-------------------|-------------|----------------|---------------|--------------|----------|
| Enforce rules           | Point of Order       | Yes               | No          | No             | No            | None         | 2        |
| Request for information | Point of information | Yes               | No          | No             | No            | None         | 33       |

**Motions That Bring a Question Again Before the Assembly.** No order of precedence. Introduce only when nothing else is pending.

| <b>PURPOSE:</b> | <b>YOU SAY:</b> | <b>INTERRUPT?</b> | <b>2ND?</b> | <b>DEBATE?</b> | <b>AMEND?</b> | <b>VOTE?</b> | <b>S</b> |
|-----------------|-----------------|-------------------|-------------|----------------|---------------|--------------|----------|
|-----------------|-----------------|-------------------|-------------|----------------|---------------|--------------|----------|



|                        |                                   |    |     |     |     |                             |    |
|------------------------|-----------------------------------|----|-----|-----|-----|-----------------------------|----|
| Take matter from table | I move to take from the table ... | No | Yes | No  | No  | Majority                    | 34 |
| Cancel previous action | I move to rescind ...             | No | Yes | Yes | Yes | 2/3 or Majority with notice | 35 |

<sup>i</sup> Senate bylaws and Rules for the Conduct of Business for Senate Standing Committees

<sup>ii</sup> RONR (11th ed.), S.44, p. 400

<sup>iii</sup> RONR (11th ed.), S.4, p. 33

<sup>iv</sup> RONR (11th ed.), S.4, p. 40

<sup>v</sup> RONR (11th ed.), S.4, pp. 35-36

<sup>vi</sup> RONR (11th ed.), S.4, p. 40

<sup>vii</sup> RONR (11th ed.), S.10, p. 100

<sup>viii</sup> RONR (11th ed.), S.11, p. 126

<sup>ix</sup> RONR (11th ed.), S.14, p. 179

<sup>x</sup> RONR (11th ed.), S.12, p. 130

<sup>xi</sup> RONR (11th ed.), S.13, p. 168

<sup>xii</sup> RONR (11th ed.), S.17, p. 209

<sup>xiii</sup> RONR (11th ed.), S.15, p. 191

<sup>xiv</sup> RONR (11th ed.), S.16, p. 197

<sup>xv</sup> RONR (11th ed.), S.21, p. 233

<sup>xvi</sup> RONR (11th ed.), S.34, p. 300

<sup>xvii</sup> RONR (11th ed.), S.35, p. 305

<sup>xviii</sup> RONR (11th ed.), S.35, p. 305

<sup>xix</sup> RONR (11th ed.), S.36, p. 310

<sup>xx</sup> RONR (11th ed.), S.37, p. 315

<sup>xxi</sup> RONR (11th ed.), S.43, p. 385

<sup>xxiii</sup> [RONR (11th ed.), S. 49, p. 483

<sup>xxiv</sup> RONR (11th ed.), S. 4, p.45; S.44, p. 400, 401; S.45, p. 407



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

June 16, 2017  
10:00 AM - A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** Adrianna Bakos, Donna Alary, Maria Bos-Chan, Rhonda Colwell, Peter Geller, Nancy Goad, Shirley Hardman, David Johnston, Bruce Kirkley, David McGuire, Elaine Newman, Samantha Patridge, Teresa Piper, Kirsten Robertson, Eric Spalding, Ben Vanderlei, and Simon Xi  
**ABSENT:** Sue Brigden, Heather Compeau, Vlad Dvoracek, John English, Ceilidh Hart, Emilio Landolfi, Mary Saudelli, and Arashpreet Tamber  
**GUESTS:** Jeff Chizma, Chris Leach, Marlene Murray, Lisa Moy, Shelley Stefan, Hilary Turner, Alisa Webb  
**RECORDER:** Amanda Grimson

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: May 19, 2017

**MOTION:**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

**3.1. Business: Course outlines**

Review with changes including prerequisites: BUS 202, 204

S. Hardman (Senior Advisor on Indigenous Affairs) noted that the phrase "First Nations" should be replaced by "Aboriginal" in the BUS 204 calendar description and learning outcomes. The School of Business will confirm with S. Hardman whether the course content should be revised as well.

**MOTION:**

To approve the BUS course outlines as amended:

- BUS 204: "First Nations" replaced with "Aboriginal" as appropriate.

CARRIED

**3.2. Philosophy: Course outlines**

Review with changes including title and prerequisites: PHIL 364

UEC members felt that the revised calendar description is not particularly informative, and that the existing course description may be preferable. It was also noted that the last learning outcome ("Write a philosophy research paper") should be removed. As a department representative was not able to attend to address concerns, this item will be discussed at a future meeting.

UEC Draft Minutes  
16 Jun 2017

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**MOTION:**

To approve the PHIL 364 course outline as presented.  
DEFEATED

**3.3. Social Work and Human Services: Course outlines**

Review with changes including title, prerequisites, and discontinuation of cross-listing with CYC 496: SOWK 496

**MOTION:**

To approve the SOWK 496 course outline as presented.  
CARRIED

**3.4. Visual Arts: Course outlines**

Change to prerequisites: VA 321  
Changes including prerequisites: VA 331

**MOTION:**

To approve the VA course outlines as amended:

- VA 321 prerequisites changes to: "One of VA 221, VA 222, or VA 224."
- VA 331 prerequisites: Second sentence will become a note.\*

CARRIED

*\*Note: The Visual Arts department indicated after the meeting that this note is not needed, and can be deleted.*

**3.5. English: Course outlines**

Review with changes including title and prerequisites: ENGL 364, 366

**MOTION:**

To approve the ENGL course outlines as amended:

- ENGL 364 learning outcome #4: delete "oral"
- ENGL 366 learning outcome #4: delete "oral"

CARRIED

**3.6. English: Program changes**

Change to program requirements:

- English Honours
- English Honours, Creative Writing
- English major, English Literature
- English major, Creative Writing concentration
- English major, Drama concentration
- English major, Writing and Rhetoric concentration
- English extended minor
- English minor
- Creative Writing extended minor
- Creative Writing minor

**MOTION:**

To approve the addition of ENGL 298 to the English programs as presented, effective January 2018.

CARRIED

UEC Draft Minutes  
16 Jun 2017

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**3.7. Physics: Course outlines**

New course: PHYS 308, Special Topics in Physics

This is a special topics course that will likely be run as an independent study. The last four learning outcomes are methods and evaluation, rather than actual outcomes, and should be deleted.

D. Johnston (Registrar) noted that the number of hours are in violation of the Course Credits policy (105), and additional rationale should be provided to account for the discrepancy. J. Chizma (Physics department head) indicated that the rationale is consistency with existing courses, but UEC felt that the department should look at this issue more closely. A revised outline should also provide examples of potential special topics.

**MOTION:**

To approve the PHYS 308 course outline as amended:

- Prerequisites changed to "Six credits of Physics at the 200-level or above and instructor's permission"
- Lecture hours will be changed to 45, student-directed learning hours will be changed to 0
- Delete learning outcomes #3-6

DEFEATED

**3.8. Physics: Program changes**

Change to program requirements: Physics major

Change to program requirements: Physics minor

There was concern that the Physics major only requires 24 upper-level credits for students who are completing another science major, as current UFV rules require 30 upper-level credits. The department noted that this program was in existence before the current rules and should be grandparented. Although programs can vary from policy, a suitable rationale should be provided for doing so. Such a rationale from Physics might also help to inform decisions on any future programs that may be proposed following the same model.

**MOTION:**

To approve the changes to the Physics major and minor as presented, effective January 2018.

CARRIED

**MOTION:**

To request that the Physics department provide a rationale for their decisions in relation to the upper-level credits required for students combining a Physics major with a Biology, Chemistry, Mathematics, or Physics Geography major.

CARRIED; OPPOSED: 2; ABSTENTIONS: 3

**3.9. History: Program changes**

New program: History Honours

**MOTION:**

To recommend approval of the new History Honours as presented, effective

UEC Draft Minutes  
16 Jun 2017

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January 2018.  
CARRIED

**3.10. History: Course outlines**

New course: HIST 491, Honours Directed Research

**MOTION:**

To approve the new HIST 491 course outline as presented.  
CARRIED

**3.11. Media Arts: Program changes**

Changes to entrance and program requirements: Bachelor of Media Arts

**MOTION:**

To recommend approval of the changes to the Bachelor of Media Arts as presented, effective January 2018.  
CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC retreat**

The retreat will be held Thursday, August 31. Possible topics for discussion include changes to the B.C. high school curriculum, revisions to the official course outline form, and the use of student participation as an evaluation method.

**4.2. Admissions Subcommittee report**

This subcommittee had nothing to report.

**4.3. Transfer Credit Subcommittee report**

This subcommittee had nothing to report.

**4.4. Policy Subcommittee report**

This subcommittee met last month to discuss appeals for late withdrawals and the guidelines for dual-listed graduate and undergraduate courses. Some policy revisions may be required.

**4.5. Senate report**

**5. INFORMATION ITEMS**

**5.1. Minor course changes** (outlines will be available at

[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BIO 105, 385, 390

BUS 261

MATH 152/ENGR152

MATH 440

UEC Draft Minutes  
16 Jun 2017

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**5.2. UEC meeting dates and committee membership for 2017/18**

**5.3. Discontinuance:** Medical Imaging Clinical Support Worker certificate

**Discontinuance:** Parts and Warehousing certificate

**Discontinuance:** Pharmacy Technician certificate

**5.4. Trades**

Harmonization: Automotive Service Technician

Harmonization: Carpentry

**6. ADJOURNMENT**

The meeting was adjourned at 12:01 pm.

**Memo for Course Changes**

To: Alisa Webb, CACC

From: Shelley Stefan, VA Department Head

Date: March 24, 2017

**Subject: Proposal for revision of VA 261 – Video Production II**

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

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

2. Rationale for change:

The course was overdue for a revision and has been updated by permanent faculty in the relevant discipline to accurately reflect description of offering, its outcomes, and its situation as a 200-level course in the program. The course will be a *significant* jump in technical skills (taught and required) from the previous iteration at the 100-level. It is also a necessary 200-level option for students entering VA 331 – Sculpture and Extended Media.

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

- a. Learning outcomes have been changed to match current course content and reflect a higher level of competency

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

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

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

- a. Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.

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

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
10. Estimate of the typical costs for this course, including textbooks and other materials:
  - a. UFV Tuition
  - b. \$100 textbook and supplies

**CWC comment and response:**

- Is it necessary to list 6 hours of student-directed learning? Could this be included in the seminar hours?

*Students spend a significant amount of time outside of class shooting/editing video for the group project. It would be misleading to include this work in seminar hours.*



ORIGINAL COURSE IMPLEMENTATION DATE: May 2008  
 REVISED COURSE IMPLEMENTATION DATE: January 2018  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2021  
 Course outline form version: 09/15/14

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|----|------------------|----|------------------------|----|--------------------------------------------|--|----------------------------|--|------------------------------------------------|---|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 261                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Video Production II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course builds on techniques introduced in VA 160, exploring sound recording and design, green-screen lighting, stop-motion animation, editing for music videos, and development of a pitch package. Emphasis is on professionalism, teamwork, and honing technical skills for creative expression.<br><br>Note: Students with credit for VA 161 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | VA 160.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>VA 161</b><br>Cross-listed with:<br>Equivalent course(s): <b>VA 161</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%;"> <tr><td>Lecture hours</td><td style="text-align: right;">6</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">12</td></tr> <tr><td>Laboratory hours</td><td style="text-align: right;">18</td></tr> <tr><td>Field experience hours</td><td style="text-align: right;">18</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Student Directed Learning</td><td style="text-align: right;">6</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>60</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6 | Seminars/tutorials/workshops | 12 | Laboratory hours | 18 | Field experience hours | 18 | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Student Directed Learning | 6 | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: Student Directed Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only): 24</b><br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                     |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 24, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> June 2, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> April 7, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> August 31, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   |                              |    |                  |    |                        |    |                                            |  |                            |  |                                                |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

- Execute advanced techniques with lighting and sound equipment in creative practice.
- Develop a detailed pitch for a group project according to industry standards.
- Critique and refine subsequent iterations of a production project in a team context.
- Differentiate production roles on a video shoot.
- Analyze a script to determine technical requirements, scheduling, and budget.
- Organize a shoot with consideration for permits, releases, and casting.
- Apply constructive feedback to improve their own technical work
- Develop a toolbox of film and video skills for further use.

**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)**

Reading, screenings, guided exercises, lab hours, field experience.

**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. Ascher, Steven & Pincus, Edward | The Filmmaker's Handbook             | <input checked="" type="checkbox"/> | Plume     | 2012 |
| 2.                                 |                                      | <input type="checkbox"/>            |           |      |
| 3.                                 |                                      | <input type="checkbox"/>            |           |      |
| 4.                                 |                                      | <input type="checkbox"/>            |           |      |
| 5.                                 |                                      | <input type="checkbox"/>            |           |      |

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

Varies in accordance with student projects.

**Typical Evaluation Methods and Weighting**

|                      |     |              |     |                   |   |            |      |
|----------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:          | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:       | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Class Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Week 1 Intro to course; In-class exercise: refresh camera and lighting skills
- Week 2 Lecture: Video format/frame rate; In-class exercise: refresh editing skills  
Workshop: Stop motion animation
- Week 3 Lecture: Sound design and recording; In-class exercise: recording voices and foley fx
- Week 4 Workshop: Music videos
- Week 5 Workshop: Green screen
- Week 6 In-class work period
- Week 7 Animation presentation, group project proposals due
- Week 8 Meetings with instructor for group project
- Week 9 Start group projects; music video presentation
- Week 10 Group project: Production meetings
- Week 11 Group project: In-class shoot day
- Week 12 Group project: Rough cut screening and feedback
- Week 13 Group project: Final cut due



## **Standing Committees of Senate Rules for the Conduct of Business**

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The business of the Senate standing committees shall follow the same rules of conduct as approved in the Senate bylaws and meetings will be conducted according to Robert's Rules of Order, except as otherwise stated below.

### **1. Procedures**

- 1.1. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31.
- 1.3. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.4. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.5. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

### **2. Voting**

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
  - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR
  - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:

- i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
  - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.
- 2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

**3. Meeting Schedule**

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

**4. Terms of office**

- 4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.
- 4.3. To allow for some continuity on Senate standing committees when all faculty terms are ending at once, the Secretariat shall approach faculty members to ask some if they wish to extend their term by one year, after consultation with the committee chair.

**5. Attendance**

- 5.1. Regular attendance is expected of all members of the Senate standing committees.

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

**6. Amendments**

- 6.1. Changes to the rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.
- 6.2. Each standing committee will review its terms of reference annually between January and April. Changes will be submitted to the Senate Governance Committee no later than the third week of April for review by Senate Governance Committee in May and to Senate for approval in June.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: xx/xx/xx

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------|--|-----------------------------|--|--------------------------------------------------------------|--|----------------------------|--|----------------------|--|--------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                             |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Course Full Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | <b>Department (or program if no department):</b>                                                                                                                                                                                                                                                                                                                                                                                 |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <i>(The calendar description should be written in third-person active voice with no more than approximately 40-55 words. Make the description clear, brief, and informative, eliminate redundant words and phrases, and don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)</i>                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Note: Students with credit for _____ cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Pre/corequisites (if applicable, or NONE):</b> <i>(Only used for courses that can be completed either prior to OR concurrently.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Antirequisites (if applicable, or NONE):</b> <i>(Students with credit for antirequisite courses cannot receive credit for this course.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <i>(mutually-exclusive/antirequisite?)</i><br>Note: If offered in the previous five years, equivalent course(s) will be included in the calendar description as a note that students with credit for the equivalent course(s) cannot take this course for further credit.                                                                                                                                                                           |          | <b>Special Topics</b><br>This course is offered with different topics:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(Double-click on box to select it as checked.)</i><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br>Note: The specific topic will be recorded when offered. |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr><td>Lecture/seminar hours</td><td></td></tr> <tr><td>Tutorials/workshops</td><td></td></tr> <tr><td>Supervised laboratory hours</td><td></td></tr> <tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes |          | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                            |  | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total hours</b> | <b>0</b> | <b>Transfer Credit</b><br>Transfer credit already exists: (see <a href="#">bctransferguide.ca</a> )<br><input type="checkbox"/> No <input type="checkbox"/> Yes<br>(Re)submit outline for articulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | <b>Grading System</b><br><input type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                                                                                                                        |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | <b>Expected Frequency of Course Offerings:</b><br><i>(Every semester, Fall only, annually, every other Fall, etc.)</i>                                                                                                                                                                                                                                                                                                           |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                          |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                          |  |                     |  |                             |  |                                                              |  |                            |  |                      |  |                    |          |                                                                                                                                                                                                                                                                                                                    |

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes:** *(5-12 measurable outcomes; departments can consult with Teaching and Learning for assistance if needed.)*

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

**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.)*

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

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

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

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

*(Use this section for supplies and materials for all sections of this course.)*

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

**Typical Course Content and Topics**

*(Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term, including examples for special topics courses. Approximately 50-250 words.)*

# BLOOM'S DIGITAL TAXONOMY VERBS

Bloom's Digital Taxonomy (devised by Andrew Churches) is about using technology and digital tools to facilitate learning. This kind of student engagement is defined with **power verbs** that can be used for most everything from lesson planning and rubric making, to doing curriculum mapping and more.

You can use these verbs which cover the span of the taxonomy from **LOTS** (lower-order thinking skills) to **HOTS** (higher-order thinking skills). It begins with *Remembering* and ends with *Creating*. Listed beneath are the power verbs that apply to each stage.



## Remembering

Remembering is when memory is used to produce definitions, facts, or lists, or to recite or retrieve information.



## Understanding

Understanding is about constructing meaning from different types of function, be they written or graphic.



## Applying

Applying refers to situations where the learned material is used in products such as diagrams, models, interviews, simulations, and presentations.



## Analyzing

Analyzing is about breaking material into parts, and then determining how the parts interrelate to each other or to an overall structure or purpose.



## Evaluating

Evaluating is about making judgements based on criteria and standards through checking and critiquing.



## Creating

Creating is putting elements together to form a functional whole, reorganizing elements into a new structure or pattern by planning or producing.

- Bookmarking
- Bullet pointing
- Copying
- Defining
- Describing
- Duplicating
- Favouring
- Finding
- Googling
- Highlighting
- Identifying
- Labelling
- Liking
- Listening
- Listing
- Locating
- Matching
- Memorizing
- Naming
- Networking
- Numbering
- Quoting
- Recalling
- Reading
- Reciting
- Recognizing
- Recording
- Retelling
- Repeating
- Retrieving
- Searching
- Selecting
- Tabulating
- Telling
- Visualizing

- Advanced search
- Annotating
- Associating
- Boolean search
- Categorizing
- Classifying
- Commenting
- Comparing
- Contrasting
- Converting
- Demonstrating
- Describing
- Differentiating
- Discussing
- Discovering
- Distinguishing
- Estimating
- Exemplifying
- Explaining
- Expressing
- Extending
- Gathering
- Generalizing
- Grouping
- Identifying
- Indicating
- Inferring
- Interpreting
- Journalling
- Paraphrasing
- Predicting
- Relating
- Subscribing
- Summarizing
- Tagging
- Tweeting

- Acting out
- Administering
- Applying
- Articulating
- Calculating
- Carrying out
- Charting
- Choosing
- Collecting
- Completing
- Constructing
- Demonstrating
- Determining
- Displaying
- Examining
- Executing
- Explaining
- Implementing
- interviewing
- Judging
- Editing
- Experimenting
- Hacking
- Loading
- Operating
- Painting
- Playing
- Preparing
- Presenting
- Running
- Sharing
- Sketching
- Uploading
- Using

- Advertising
- Appraising
- Attributing
- Breaking down
- Calculating
- Categorizing
- Classifying
- Comparing
- Concluding
- Contrasting
- Correlating
- Deconstructing
- Deducing
- Differentiating
- Discriminating
- Dividing
- Distinguishing
- Estimating
- Explaining
- Illustrating
- Inferring
- Integrating
- Linking
- Mashing
- Mind mapping
- Ordering
- Organizing
- Outlining
- Planning
- Pointing out
- Prioritizing
- Questioning
- Separating
- Structuring
- Surveying

- Arguing
- Assessing
- Checking
- Criticizing
- Commenting
- Concluding
- Considering
- Convincing
- Critiquing
- Debating
- Defending
- Detecting
- Editorializing
- Experimenting
- Grading
- Hypothesizing
- Judging
- Justifying
- Measuring
- Moderating
- Monitoring
- Networking
- Persuading
- Posting
- Predicting
- Rating
- Recommending
- Reflecting
- Reframing
- Reviewing
- Revising
- Scoring
- Supporting
- Testing
- Validating

- Adapting
- Animating
- Blogging
- Building
- Collaborating
- Composing
- Constructing
- Designing
- Developing
- Devising
- Directing
- Facilitating
- Filming
- Formulating
- Integrating
- Inventing
- Leading
- Making
- Managing
- Mixing/remixing
- Modifying
- Negotiating
- Originating
- Orating
- Planning
- Podcasting
- Producing
- Programming
- Publishing
- Roleplaying
- Simulating
- Solving
- Structuring
- Video blogging
- Wiki building
- Writing

**UEC MEETING DATES AND AGENDA DEADLINES 2017/18**

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

| <b>Meeting Dates<br/>&amp; Room</b>       | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|-------------------------------------------|-----------------------------------------------|
| <b>August 31, 2017</b><br>B121 — 10 am    | UEC meeting, followed by UEC retreat          |
| <b>September 29, 2017</b><br>A225 — 10 am | September 20, 2017                            |
| <b>October 27, 2017</b><br>A225 — 10 am   | October 18, 2017                              |
| <b>November 24, 2017</b><br>A225 — 10 am  | November 15, 2017                             |
| <b>December 15, 2017*</b><br>A225 — 10 am | December 6, 2017                              |
| <b>January 26, 2018</b><br>A225 — 10 am   | January 17, 2018                              |
| <b>February 23, 2018</b><br>A225 — 10 am  | February 14, 2018                             |
| <b>March 23, 2018</b><br>A225 — 10 am     | March 14, 2018                                |
| <b>April 20, 2018</b><br>A225 — 10 am     | April 11, 2018                                |
| <b>May 18, 2018</b><br>A225 — 10 am       | May 9, 2018                                   |
| <b>June 15, 2018</b><br>A225 — 10 am      | June 6, 2018                                  |

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

## UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2017/18



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

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

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

Current as of March 13, 2017