



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**September 27, 2019 - 10:00 AM**  
**A225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1. UEC draft minutes: August 29, 2019**

**3. COURSES AND PROGRAMS**

7 - 25      **3.1. Social Work and Human Services: Program changes**

Changes to entrance and program requirements: Bachelor of Social Work

MOTION: To recommend approval of the changes to the Bachelor of Social Work entrance requirements as presented, effective September 2020.

MOTION: To approve the changes to the Bachelor of Social Work program requirements as presented, effective September 2020.

26 -      **3.2. Environmental Studies: Program changes**

41      Changes to entrance and program requirements: Bachelor of Environmental Studies (Natural Sciences)

MOTION: To recommend approval of the changes to the Bachelor of Environmental Studies as presented, effective January 2020.

42 -      **3.3. Media Arts: Program changes**

53      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 2020.

54 -      **3.4. Chemistry: Program changes**

61      Changes to program requirements: Biochemistry major

Changes to program requirements: Chemistry minor

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MOTION: To approve the changes to the Biochemistry major as presented, effective January 2020.

MOTION: To approve the changes to the Chemistry minor as presented, effective January 2020.

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**3.5. Integrated Studies: Program changes**

Guidelines for thematic options: Bachelor of Integrated Studies

MOTION: To recommend approval of Bachelor of Integrated Studies themes and concentrations being noted on official transcripts as presented.

MOTION: To recommend approval of the Guidelines for Bachelor of Integrated Studies thematic options as presented.

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72

**3.6. Computer Information Systems: Course outlines**

Review with changes including course hours: CIS 192

Review with changes including prerequisites: COMP 370

MOTION: To approve the CIS 192 course outline as presented.

MOTION: To approve the COMP 370 course outline as presented.

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**3.7. Art History: Course outlines**

Changes including prerequisites: AH 315

MOTION: To approve the AH 315 course outline as presented.

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84

**3.8. Upgrading and University Preparation: Course outlines**

Review with changes: MATH 052

Review with changes including prerequisites: MATH 053

MOTION: To approve the MATH 052 and 053 course outlines as presented.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

85 -  
125

**4.1. Process for new program development and approval**

126 -  
129

**4.2. UEC Subcommittees**

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

**5. INFORMATION ITEMS**

**5. ADJOURNMENT**



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

August 29, 2019  
9:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Adrianna Bakos, Courtney Boisvert, Sue Brigden, Vlad Dvoracek, Jonathan Hughes, Everett Igobwa, Bobby Jaswal, David Johnston, Gilmour Jope, Bruce Kirkley, Neeraj Kumar, Alisha Mutneja, Linda Pardy, Teresa Piper, Shelley Stefan, and Sven Van de Wetering  
**ABSENT:** Donna Alary, Heather Compeau, Peter Geller, Shirley Hardman, Amber Johnston, David McGuire, Elaine Newman, Samantha Patridge, Kirsten Robertson, and Eric Spalding  
**GUESTS:** Chris Campbell, Margaret Coombes, Kevin deWolde, Sarah Graham, Kelly Guiaya, Curtis Magnuson, Marlene Murray, Alison Reeves, Corinne Richardson, Ben Vanderlei  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: May 24, 2018**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

#### **3. UEC OVERVIEW AND GOVERNANCE**

##### **3.1. Program and Course Approval Procedures**

#### **4. COURSES AND PROGRAMS**

##### **4.1. Mathematics and Statistics: Course outlines**

Changes including total hours: MATH 265

Changes including title, prerequisites, and total hours: STAT 450/MATH 450

**MOTION:**

To approve the MATH and STAT course outlines as presented.

CARRIED

##### **4.2. English Language Studies: Course outlines**

Changes including title, prerequisites, and course number: EAP 080 (formerly ESL R80)

Changes including corequisites: EAP 084

**MOTION:**

To approve the EAP 080 course outlines as presented.

CARRIED

**MOTION:**

To approve the EAP 084 course outline as amended:

- Removal of pre/corequisite EAP 080.

CARRIED

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

Discontinuation: HSER 127, 129, 229

New course: HSER 140, Introduction to Indigenous Centred Human Services

Changes including title, credits, prerequisites, and total hours: HSER 130

Review with changes including title, credits, prereqs, total hours: HSER 131

Review with changes including title and total hours: HSER 200

Changes including title, credits, prerequisites, and total hours: HSER 230

Review with changes including prerequisites: SOWK 404

**MOTION:**

To approve the discontinuation of HSER 127, 129, and 229.

CARRIED

**MOTION:**

To approve the new HSER 140 course outline as amended:

- Textbook section will be revised to specify relevant Indigenous materials.

CARRIED

**MOTION:**

To approve the HSER 130 course outline as presented.

CARRIED

**MOTION:**

To approve the HSER 131 course outline as amended:

- Addition of "one of (CMNS 125 or ENGL105)" to prerequisites
- First Aid certification will be moved from prerequisites to calendar note

CARRIED

**MOTION:**

To approve the HSER 200 course outline as presented.

CARRIED

**MOTION:**

To approve the HSER 230 course outline as presented.

CARRIED

**MOTION:**

To approve the SOWK 404 course outline as presented.

CARRIED

**4.4. Social Work and Human Services: Program changes**

Changes to entrance requirements: Bachelor of Social Work

Entrance requirement changes are to remove the statistics requirement and to specify that an academic reference letter is required. It was understood that the new Indigenous course would be a recommendation rather than a requirement.

**MOTION:**

To recommend the changes to the Bachelor of Social Work entrance requirements as presented, effective September 2020.  
CARRIED

**4.5. Business: Course outline**

Review with changes including prerequisites: BUS 416

**MOTION:**

To approve the BUS 416 course outline as presented.  
CARRIED

**4.6. Business: New programs**

New programs: International Business major and minor

It was suggested that the School of Business consider including a second language requirement to these programs, ideally of at least six credits. It may also be possible to phase in this requirement after implementation.

**MOTION:**

To recommend the new International Business major and minor as presented.  
CARRIED

**MOTION:**

To recommend that the School of Business investigate the addition of a second language requirement to the International Business major and minor.  
CARRIED

**4.7. Adult Education: New program**

New program: Adult Education minor

The total number of credits have been decreased from 33 to 27 since this was presented to UEC in May, and the residency requirement has been revised.

**MOTION:**

To recommend the new Adult Education minor as presented.  
CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Election of UEC Chair for 2019/20**

Samantha Pattridge was acclaimed as Chair for the 2019/20 academic year.

**MOTION:**

To formally thank Eric Spalding for serving as UEC Chair for the past three years.  
CARRIED

**5.2. UEC Subcommittees**

- **Screening Subcommittee**
- **Policy Subcommittee**
- **Admissions Subcommittee**

UEC Draft Minutes  
29 Aug 2019

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- **Transfer Credit subcommittee**

**6. INFORMATION ITEMS**

- 6.1. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
ECE 100, 101, 102, 103, 120

- 6.2. Program discontinuations**  
Discontinuation: Computer Assisted Drafting (CAD) certificate  
Discontinuation: Portfolio Essentials certificate

**7. ADJOURNMENT**

**Memo for Program Changes**

To:

From: SWHS BSW Committee

Date: September 05, 2018

**Subject: Program change (Bachelor of Social Work)**

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

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

2. Rationale for change(s):

**After considerable deliberation, and a review of other Social Work programs nationally, SWHS decided to remove the STATS requirement for admission to the BSW. The decision is also seen as an opportunity to position ourselves more effectively with competing BSW programs as it reduces an admission barrier that many applicants, otherwise well qualified, have been reluctant to address.**

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

**Program Learning Outcomes remain the same.**

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

**The long-term plan is to replace the three (3) STATS credits with an Indigenous Studies course that will fully replace the STATS admission requirement by the 2021 admission cycle.**

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

**No additional resources will be required.**

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

**The change removes a significant barrier to the BSW Programs admission requirement, and is expected to have a positive impact on application numbers.**

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

**No change in the number of credits required for admission to the BSW.**

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

**There will be an adjustment to the prerequisite requirements for multiple courses. These minor changes will be submitted in a separate memo.**

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

**There is the potential for some enrolment decline in the three UFV courses that meet the STATS requirement:**

**PSYC 110 – Applied Statistical Analysis in Psychology (3 credits)**

**STATS 104 – Introductory Statistics (4 credits)**

**STATS 106 – Statistics 1 (4 credits)**

**Both areas have been notified of the proposed change.**

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

**CWC comments and responses:**

- While the subcommittee supports removing barriers to entry, the rationale for removing the stats requirement seems incomplete. The Admission Office should be consulted on this proposal.

*Competing, BSW granting institutions, such as the University of Victoria, the University of British Columbia, Thompson Rivers University, the University of Calgary, and the Ryerson University do not have a stats requirement for their programs.*



*The Chair has emailed Delinah Marples to ensure consultation has taken place on this matter. This change was also presented at the Qualifying & Exploratory meeting January 17th 2019, and there were no outstanding issues raised.*

- SOWK 404 is a required course in the BSW and still includes one of STAT 104, 106, or PSYC 110. Is the intention to change this prerequisite, or perhaps to include one of these courses as a program requirement?

*We have approved changes to the official course outline for 404 at the School meeting (March 1st 2019), these changes will next proceed to Curriculum Council. These changes include removing all prerequisites for this course. Learning objectives have been updated to reflect this change.*

- What is equivalent to an FNST or IPK course?

*From UFV we accept FNST 091, 101, 102, 201, 202, 230, 275, as well as IPK 092, 093, 100, 101, 102, 202, 277, 331, 332, 344, 386, 4012, 402, 403, 404, and 477. The School of Social Work, Human Services committee is working on the development of an introductory course about the history and contextual understandings necessary to working with Indigenous people. In terms of courses from other institutions, we would articulate courses from other institutions, such as*

- *First Nations and Indigenous Studies 100, 210 and 220 from the University of British Columbia,*
- *First Nations studies 101, and 201 from Simon Fraser University*
- *First Nations Studies 100, 200, 217 from the University of Northern British Columbia*

**Memo for BSW Program Changes**

To: Faculty of Professional Studies Curriculum Council

From: Chair of the BSW Committee, Stasha Huntingford

Date: April 10<sup>th</sup> 2019

**Subject: BSW Academic Calendar Changes**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission (*detail of reference letters, clarify composition of arts and science credits, interview moving to 'may be required', credits to reflect change in stats requirement, strongly recommend HSER Indigenous course before applying to BSW*)
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: *Changing SOWK 380 from an elective to a required course, the elimination of Category A and B electives, editorial changes*

## 2. Rationale for change(s):

*Program changes:*

*We are requesting an academic reference and a practice reference, formerly we had not specified that an academic reference was required (under **How to apply**). This brings our undergraduate and graduate programs in-line with academic standards for professional programs.*

*We are in the process (to be finalized at UEC in February or March) of ending our stats requirement for the BSW program and SOWK 404, the change in the credit requirements reflects this (under **Entrance Requirements 1.**).*

*SOWK 380 will move from being an elective course, to being a required course. Formerly students chose two SOWK electives from SOWK 301, SOWK 380, and SOWK 483, with the remaining four electives being selected from nine options. Now students will choose between SOWK 301 or SOWK 483 for one of their electives, and will continue to choose four additional electives from the nine we offer. In this model, students will have one less elective to accommodate the required course. We heard, in consultation with advising and students, that the current system is confusing and hard to navigate. We hope this change will reduce barriers for students.*

*Editorial changes:*

*We strongly recommend that students take the new HSER course about Working with Indigenous people, before entrance to the BSW program (under **Entrance Requirements Note**).*

*Under heading **Bachelor of Social Work Degree** we clarified that our “42 additional Arts and Science credits” are comprised of “30 additional Arts and Science” and “12 general elective credits”.*

*After the four **Entrance Requirements, Note** regarding interview moving from ‘required’ to ‘may be required’*

*Editorial clarification of language, moving some information to more appropriate locations.*

**Editorial changes:**

**Criminal record check/Field placement/practicum regulations and details**

*Update language to reflect current agency information*

*New note about student’s option to delay practicum in order to secure a desired placement*

**Graduation requirements**

*Language change to better reflect detail of required courses*

**Program outline**

*Arrange classes in a more general form (year instead of semesters).*

**Certificate in Extended Studies in Social Work: Child Welfare specialization**

*Clarification of placement options*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
4. What consideration has been given to indigenizing the curriculum?

*We strongly recommend that students take the new HSER course about Working with Indigenous people, before entrance to the BSW program.*

5. Will additional resources be required? If so, how will these costs be covered? NA
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

*Asking for an academic reference better assists us in assessing the potential for success of students applying to the program. Ending the stats requirement will reduce barriers for students applying to the program. Strongly recommending the HSER Indigenous course helps us to use our resources efficiently, and to build connections between programs.*

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? SOWK 380 will move from being an elective course, to being a required course. Formerly students chose two SOWK

*electives from SOWK 301, SOWK 380, and SOWK 483, with the remaining four electives being selected from nine options. Now students will chose between SOWK 301 or SOWK 483 for one of their electives, and will continue to choose four additional electives from the nine we offer. In this model, students will have one less elective to accommodate the required course. We heard, in consultation with advising and students, that the current system is confusing and hard to navigate. We hope this change will reduce barriers for students.*

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) NA
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. NA
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

**CWC comments and responses:**

- The list of accepted "Arts and Science" options should be included in the academic calendar.

*This information has never been included in the academic calendar. This list is an internal document based on BSW committee decisions that assist the department and advisors to program plan for students. The BSW committee does not support inclusion of this list in the academic calendar.*

- How are Arts and Science courses determined for this list?

*The BSW committee in consultation with administrative staff, students, and advising make the decision and present this list as information to the school.*

- Are the accepted options for the "12 general elective credits" the same as for the Arts and Sciences credits?

*No they are very distinct. Discretionary credits are a unique feature of our program. CASWE Accreditation requires us to have 40% general electives, 50% social work content, and 10% discretionary credits (4 classes/12 credits).*

*We propose that we change the name of these credits in the academic calendar from to Discretionary from General and to General Electives from Arts and Science as the list now includes professional programs. This change also reflects the accreditation language. See attached updated document.*

## Entrance requirements for students entering in Fall 2020 (showing changes from current requirements)

1. 60 general university-level credits by May 1 of the year of application, including the following:
  - Six credits from SOWK 110 and SOWK 210
  - Three credits in English composition: CMNS 125 or ENGL 105
  - Three credits of English literature: ENGL 108–170
  - Three credits of human development: SOWK 225 or PSYC 250
  - ~~Three credits of introductory statistics: STAT 104, STAT 106, or PSYC 110~~
  - ~~42 additional Arts and Science credits (see Note 1)~~
  - 33 additional General credits (see Notes 1 and 2)
  - 12 Discretionary elective credits (see Note 2)

Note 1: For Fall 2020 applicants, three credits of courses with Indigenous or First Nations content (FNST, IPK, or an equivalent course) are recommended.

Note 2: A current list of Arts and Science accepted General and Discretionary courses is available at [ufv.ca/swhs/how-to-apply](http://ufv.ca/swhs/how-to-apply) in the BSW Program planning section.

2. Overall GPA of 2.67 on the 60 credits applied toward the BSW application.
3. A minimum of 400 hours of paid or volunteer experience in the human services field supervised by social workers or other professionals. This can include hours in practica.
4. Program and personal suitability as determined through a personal interview statement.
5. Two letters of reference. ~~from social workers or other professionals who have supervised the applicant in human service work, practicum, or volunteer experience. One letter must address the student's most recent academic experience or potential, and one must be from a supervisor in the field of social work and/or human services that demonstrates the applicant's skills and abilities, addressing the demonstrated skills and abilities in the student's most recent work-related experience.~~
6. All applicants must be aware of, willing, and able to uphold the **Social Work Code of Ethics and Standards of Practice**.

Note: An interview to determine program and personal suitability may be required.

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

~~Taking HSER and SOWK courses through other program areas does not guarantee eligibility for admission to the BSW program.~~

~~Students in other degree programs may be granted permission to register in a maximum of five Social Work courses without admission into the BSW program. Students must meet the prerequisites for these courses.~~

~~Note: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.~~

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

## Entrance requirements for students entering in Fall 2021 *(showing changes from Fall 2020 requirements)*

1. 60 general university-level credits by May 1 of the year of application, including the following:
  - Six credits from SOWK 110 and SOWK 210
  - Three credits in English composition: CMNS 125 or ENGL 105
  - Three credits of English literature: ENGL 108–170
  - Three credits of human development: SOWK 225 or PSYC 250
  - Three credits of courses with Indigenous or First Nations content (FNST, IPK, or an equivalent course)
  - 30 additional General credits (see Notes 1 and 2)
  - 15-12 Discretionary elective credits (see Note 2)

~~Note 1: For Fall 2020 applicants, three credits of courses with Indigenous or First Nations content (FNST, IPK, or an equivalent course) are recommended.~~

Note 2: Current lists of accepted General and Discretionary courses are available at [ufv.ca/swhs/how-to-apply](https://ufv.ca/swhs/how-to-apply) in the BSW Program planning section.

2. Overall GPA of 2.67 on the 60 credits applied toward the BSW application.
3. A minimum of 400 hours of paid or volunteer experience in the human services field supervised by social workers or other professionals. This can include hours in practica.
4. Program and personal suitability as determined through a personal statement.
5. Two letters of reference. One letter must address the student's most recent academic experience or potential, and one must be from a supervisor in the field of social work and/or human services that demonstrates the applicant's skills and abilities.
- ~~5. Two letters of reference. One letter must address the student's most recent academic experience or potential, and one must be from a supervisor in the field, addressing the demonstrated skills and abilities in the student's most recent work-related experience.~~
6. All applicants must be aware of, willing, and able to uphold the **Social Work Code of Ethics and Standards of Practice**.

Note: An interview to determine program and personal suitability may be required.

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

## When to apply

Applications are accepted for entrance to the Fall semester only. The application deadline is January 31.

All Only completed applications submitted by January 31 will be reviewed. See **Specific intake application process** for more information.

## How to apply

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

### Additional documents required for a complete application:

- Completed UFV online application.
- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.

- SWHS Additional Application Information forms ([ufv.ca/swhs/application-information--forms/](http://ufv.ca/swhs/application-information--forms/)):
    - Work/Volunteer and Education form
    - Educational Equity form (optional)
  - A personal statement (typed, double-spaced, 800–1,000 words in length) to assess an applicant's professional suitability for social work.
  - Two letters of reference [as described in the entrance requirements from social workers or other professionals who have supervised the applicant in human service work, practicum, or volunteer experience.](#)
2. All additional documents must be completed and submitted to OReg by January 31. These documents are available at [ufv.ca/swhs](http://ufv.ca/swhs).
  3. Upon admission to the program applicants will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.

## Basis for admission decision

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission. Complete applications will be evaluated in the following areas:

1. Academic GPA.
2. Interview; details are included in the BSW Application Package.

Note: As part of the application process, candidates will be interviewed to confirm their potential to practice within the [Social Work Code of Ethics and Standards of Practice](#). This is an expectation of all Bachelor of Social Work students enrolled in accredited schools of social work.

3. Work and/or volunteer experience in the human services field.
4. Letters of reference.
5. Personal statement.
6. Educational Equity.

~~Note: The School of Social Work and Human Services is committed to increasing the number of social work graduates from diverse populations (Note will be moved elsewhere)~~



### **Undergraduate continuance**

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

### Program Continuance

Students in the Bachelor of Social Work degree must maintain a program GPA of 2.067 throughout their program and achieve a grade of C (2.0) or better in all HSER and SOWK courses to continue in the program, including the field placement.

### **Field placement/Practicum regulations and details**

All students are required to complete two field placements in the BSW program. Acceptance into the BSW program does not guarantee the student a field placement. Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not ordinarily be permitted to register in the field placement.

Under the Criminal Records Review Act, a record check completed through the [Criminal Records Review Program \(CRRP\) Ministry of Justice](#) is required for post-secondary students working with children and vulnerable people as part of a practicum. The student is responsible for completing this process [and for providing the payment](#); the School of Social Work and Human Services will provide details.

~~Students who are on Academic Warning or Academic Probation or subject to academic or non-academic student conduct proceedings will not ordinarily be permitted to register in the field placement.~~

To register for the field placement, the following criteria and requirements must be met:

- Completion of prerequisites/corequisites with a grade of C or better ~~as per Academic regulations~~
- Registration in co-requisites
- Submission of the BSW Field Application Request form
- Submission of a resume and cover letter in the required format
- Interview with the Field Education Coordinator
- Completion of the [Field Practice Guidelines](#) Acknowledgment Form

- Criminal record check clearance letter issued by the [Criminal Records Review Program \(CRRP\)](#) [Ministry of Justice](#) (please do not submit until requested)
- BSW program GPA of 2.67
- Students must be available weekdays, during regular office hours:
  - SOWK 330 is three days a week for a total of 21 hours per week
  - SOWK 430 is four days a week for a total of 28 hours per week

Note: The School is not ordinarily able to facilitate evening or weekend placements. Students need to plan accordingly.

Note: It may be necessary for students to delay practicum to a later semester if they want to be placed in a specific area such as health care.

~~Students wishing to challenge the third year field placement (SOWK 330) should consult with their Academic Advisor about the Prior Learning and Assessment Recognition (PLAR) process. Any decisions about offering students the opportunity to challenge the third year field placement (SOWK 330) will be at the sole discretion of the School of Social Work & Human Services. Students cannot challenge SOWK 330 with the same experience used to challenge a diploma-level field placement. The fourth year field placement (SOWK 430) is not open to PLAR challenge.~~

~~Students cannot challenge SOWK 330 with the same experience used to challenge a diploma-level field placement. The fourth year field placement SOWK 430 is not open to challenge.~~

Certain placement sites may require the submission of an up-to-date immunization record and other documentation. It is the responsibility of the student to provide these records and to obtain any required boosters or additional immunizations. Agencies may not provide placements to students who do not submit proof of immunization records and other documentation.

#### Practicum Challenge SOWK330

Eligible students admitted to the BSW may apply to challenge the third year placement SOWK330 only. Students will complete and submit to the Field Education Assistant a challenge request application. Students cannot challenge SOWK330 with the same experience used to challenge a diploma level placement in a related program. Any decisions about offering students the opportunity to challenge will be at the sole discretion of the School of Social Work and Human Services.

Contact the Field Education Assistant for details regarding the process. The challenge request application will be provided to interested students after they have been admitted to the BSW.

Note: The fourth year placement SOWK430 is not open to the challenge process.

#### **Graduation**

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

final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by the Winter semester grade deadline (see [Important Registration Dates](#)) of each year.

**Graduation requirements:**

Program GPA of 2.67 or better on courses that can be applied to the Bachelor of Social Work degree.

~~— 60 credits of 100- and 200-level courses:~~

~~• 6 credits of SOWK 110 and 210~~

~~• 42 credits Arts and Science electives~~

~~• Additional 12 general elective credits (may include HSER and SOWK courses)~~

~~• 54 credits of University-level credits (at least 42 credits must be Arts and Science electives)~~

• 60 credits of 100- and 200-level courses as specified in the entrance requirements.

• 60 credits of 300- and 400-level courses:

• 6 credits of 300- and 400-level Arts and Science-General electives

• 54 credits of 300- and 400-level SOWK courses, 30 of which must be completed at UFV.

Please note: SOWK 430 must be taken in the final semester of the program.

Program outline

| Course                                | Title                                                                  | Credit   |                 |
|---------------------------------------|------------------------------------------------------------------------|----------|-----------------|
| SOWK 300                              | <u>Social Work Practice with Individuals</u>                           | <u>3</u> | <u>Core</u>     |
| SOWK 311                              | <u>Social Work Theory and Ethics</u>                                   | <u>3</u> | <u>Core</u>     |
| SOWK 312                              | <u>Legal Knowledge for Social Work Practice</u>                        | <u>3</u> | <u>Core</u>     |
| SOWK 320                              | <u>Anti-Racist and Cross Cultural Social Work</u>                      | <u>3</u> | <u>Core</u>     |
| SOWK 330                              | <u>Practicum I</u>                                                     | <u>3</u> | <u>Core</u>     |
| SOWK 392                              | <u>Aboriginal Social Work</u>                                          | <u>6</u> | <u>Core</u>     |
| SOWK 380                              | <u>Community Development</u>                                           | <u>3</u> | <u>Core</u>     |
| SOWK 404                              | <u>Research Methods and Evaluation</u>                                 | <u>3</u> | <u>Core</u>     |
| SOWK 410                              | <u>Social Policy Analysis</u>                                          | <u>3</u> | <u>Core</u>     |
| SOWK 430                              | <u>Practicum II</u>                                                    | <u>9</u> | <u>Core</u>     |
| Upper Level General Elective          |                                                                        | <u>3</u> | <u>Elective</u> |
| Upper Level General Elective          |                                                                        | <u>3</u> | <u>Elective</u> |
| <b>SOCIAL WORK ELECTIVES:</b>         |                                                                        |          |                 |
| <u>Choose either 301 or 4832 of 3</u> |                                                                        |          |                 |
| <u>Group A Electives:</u>             |                                                                        |          |                 |
| SOWK 301                              | <u>Social Work Practice with Groups</u>                                | <u>3</u> | <u>Elective</u> |
| SOWK 380                              | <u>Community Development</u>                                           | <u>3</u> | <u>Elective</u> |
| SOWK 483                              | <u>Family Centred Social Work</u>                                      | <u>3</u> | <u>Elective</u> |
| <u>Choose 4-4 of the following</u>    |                                                                        |          |                 |
| <u>Electives Group B Electives:</u>   |                                                                        |          |                 |
| SOWK 302                              | <u>Interdisciplinary Collaborative Practice: Working with Families</u> | <u>3</u> | <u>Elective</u> |
| SOWK 394                              | <u>Substance Misuse Issues</u>                                         | <u>3</u> | <u>Elective</u> |
| SOWK 412                              | <u>Legal Skills for Social Workers</u>                                 | <u>3</u> | <u>Elective</u> |
| SOWK 450                              | <u>Social Work in Health Care</u>                                      | <u>3</u> | <u>Elective</u> |
| SOWK 490                              | <u>Gerontological Social Work</u>                                      | <u>3</u> | <u>Elective</u> |
| SOWK 491                              | <u>Child Welfare</u>                                                   | <u>3</u> | <u>Elective</u> |
| SOWK 493                              | <u>Feminist Social Work</u>                                            | <u>3</u> | <u>Elective</u> |
| SOWK 496                              | <u>Social Work and Critical Approaches to Disability</u>               | <u>3</u> | <u>Elective</u> |
| SOWK 497                              | <u>Social Work in Mental Health</u>                                    | <u>3</u> | <u>Elective</u> |

Note 2: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. ~~SOWK 283 or SOC 331 is a prerequisite for SOWK 483.~~

Third-year

**Semester V (Fall)**

1 Social Work Theory and Ethics

| Course              | Title                                                 | Credits      |
|---------------------|-------------------------------------------------------|--------------|
| <del>SOWK 300</del> | <del>Social Work Practice with Individuals</del>      | <del>3</del> |
| <del>SOWK 311</del> | <del>Social Work Theory and Ethics</del>              | <del>3</del> |
| <del>SOWK 312</del> | <del>Legal Knowledge for Social Work Practice</del>   | <del>3</del> |
| <del>SOWK 392</del> | <del>Aboriginal Social Work</del>                     | <del>3</del> |
| <del>SOWK 320</del> | <del>Anti-Racist and Cross-Cultural Social Work</del> | <del>3</del> |
| Elective            | Upper-level Arts and Science elective                 | 3            |
| Total               |                                                       | 15           |

**Semester VI (Winter)**

| Course              | Title                                               | Credits      |
|---------------------|-----------------------------------------------------|--------------|
| Elective            | SOWK Group A or B                                   | 3            |
| <del>SOWK 312</del> | <del>Legal Knowledge for Social Work Practice</del> | <del>3</del> |

|          |                                                                   |    |
|----------|-------------------------------------------------------------------|----|
| SOWK 330 | BSW Practicum I (3 days per week, plus bi-weekly seminar classes) | 6  |
| SOWK 392 | Aboriginal Social Work                                            | 3  |
| Elective | Upper-level Arts and Science elective                             | 3  |
| Total    |                                                                   | 15 |

Fourth-year

**Semester VII (Fall)**

| Course    | Title                           | Credits |
|-----------|---------------------------------|---------|
| SOWK 404  | Research Methods and Evaluation | 3       |
| SOWK 410  | Social Policy Analysis          | 3       |
| Electives | SOWK Group A or B               | 3       |
| Elective  | SOWK Group A or B               | 3       |
| Elective  | SOWK Group A or B               | 3       |
| Total     |                                 | 15      |

**Semester VIII (Winter)**

| Course        | Title                                                   | Credits |
|---------------|---------------------------------------------------------|---------|
| SOWK 430      | BSW Practicum II (4 days per week, plus online seminar) | 9       |
| Elective      | SOWK Group A or B                                       | 3       |
| Elective      | SOWK Group A or B                                       | 3       |
| Total         |                                                         | 15      |
|               |                                                         |         |
| Program Total |                                                         | 60      |

**Electives**

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level Arts and Science electives.

**SOWK Group A electives**

Students must complete a minimum of two SOWK Group A electives:

| Course   | Title                            | Credits |
|----------|----------------------------------|---------|
| SOWK 301 | Social Work Practice with Groups | 3       |

|          |                                       |   |
|----------|---------------------------------------|---|
| SOWK 380 | Social Work and Community Development | 3 |
| SOWK 483 | Family Centered Social Work           | 3 |

Note, SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.

#### **SOWK Group B electives**

Students must complete four SOWK Group B electives, unless they choose to complete all three Group A electives. Students completing If a student chooses to complete all three Group A electives should choose, the student only needs to complete three Group B electives:

| Course   | Title                                 | Credits |
|----------|---------------------------------------|---------|
| SOWK 394 | Substance Misuse Issues               | 3       |
| SOWK 412 | Legal Skills for Social Work Practice | 3       |
| SOWK 450 | Social Work in Health Care            | 3       |
| SOWK 490 | Gerontological Social Work            | 3       |
| SOWK 491 | Child Welfare                         | 3       |
| SOWK 493 | Feminist Social Work                  | 3       |



|          |                                                   |   |
|----------|---------------------------------------------------|---|
| SOWK 496 | Social Work and Critical Approaches to Disability | 3 |
| SOWK 497 | Social Work in Mental Health                      | 3 |

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see [this section](#).

The Child Welfare Specialization requires students to complete a practicum with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity. Obtaining a placement with MCFD or a Delegated Aboriginal Agency is a competitive process. [The Field Education Coordinator and the Field Education Assistant will work through this process with each student completing the child welfare specialization and will provide the necessary details at the appropriate point in the program. and requires students to complete several steps. Contact the Field Education Assistant for details.](#)

Certificate in Extended Studies in Social Work: Child Welfare specialization

Students who have completed the Bachelor of Social Work degree may be eligible to complete the requirements for the Child Welfare specialization. [Students will complete the required child welfare specialization courses and SOWK430 with the Ministry of Children and Family Development or a Delegated Aboriginal Agency; however, the School cannot guarantee a placement with either of these agencies as placements are based on agency capacity.](#) Please see [this section](#) for more details.

[Note 2: SOWK 483 is a requirement of the BSW Child Welfare specialization and is an elective in the BSW Generalist option. SOWK 283 or SOC 331 is a prerequisite for SOWK 483.](#)

**Memo for Program Changes**

To: Faculty of Science Council

From: Michelle Rhodes, Chair, Environmental Studies Curriculum Committee

Date: March 1, 2019

**Subject: Program change (Bachelor of Environmental Studies – Natural Sciences)**

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

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

2. Rationale for change(s):

*Please note: The below changes have already been made and approved for the Bachelor of Environmental Studies degree. The proposed changes are now being made to the BES (Natural Sciences).*

- Adopting **PORT 398** instead of **ENV 299, 399, and 499**, due to shortage of faculty currently in place to teach portfolio courses. Use of PORT 398 rationalizes a scarce resource.
- All students will now take **ENV 410: Environmental Seminar**. This is to improve cohort learning, given with the removal of ENV 299, 399, and 499.
- All students will now take **GEOG 331: Environmental Assessment and Management**. This replaces the requirement to complete GEOG 311 or 312. GEOG 331 was designed more specifically in support of this program.
- All students will now complete a **professional competency experience** or demonstrate that they have met requirement through comparable work. The previous program plan allowed for ENV 410 to be a substitute.
- **Removal of Royal Roads University** courses from the upper-level *Society, Culture, and Environment* stream. GEOG 331 meets the need previously to be met by the RRU courses.
- **Addition and deletion of new and discontinued courses to thematic lists.**
- **Updated entrance requirements** to keep the BES (Natural Sciences) admissions in line with the BES, when feasible.
- **Removal of competitive entrance**, as this no longer seemed practical in light of how admissions decisions are made in OReg.
- **Calendar copy updated for clarity**

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

Program outcomes have not changed.

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

Additional course options have been added to thematic area lists. ENV 200 and ENV 410 have been updated to better align these courses with program learning outcomes on Indigenous ecological knowledge and ways of knowing.

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

Additional course-specific resources to be covered in large part by the fee differential. Some rationalization of resources around the portfolio also helps off-set program needs, as does the allowance for a non-credit profession competency option.

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

Changes will not have a net change on student enrolment in the short term. The removal of competitive entry may reduce impediments to program entrance as demand for the program grows.

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

Net number of credits required do not change.

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

Resources demanded by changes are in line with those already required for program implementation. (No net changes.)

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

No changes to the number of core courses required from other areas. Additional course options have been added to the electives lists, but the demand on these is likely to be minimal. These were added to provide greater mobility between programs, especially in the first year or two, as students migrate into the BES from other programs.

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



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**MEMORANDUM**

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**TO:** Undergraduate Education Committee

**FROM:** Lucy Lee, Dean, Faculty of Science

**CC:** Faculty of Science Curriculum Committee

**DATE:** March 5, 2019

**RE:** Budget implications for minor changes to BES (Natural Sciences)

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With the implementation of BES, we have realized that the BES (Natural Sciences) needs to be revised to bring it in-line with the already approved changes to the BES program, to enhance and streamline the offerings. Thus, some minor changes to the entrance requirements, admission quota, program revision and course flexibility, in-alignment with the BES needs to be implemented and these are summarized below:

Entrance requirements updated as per the general BES requirements and removal of competitive entrance requirements, also in line with the general BES.

Course flexibility: as indicated in the March 1, 2019 memo from Michelle Rhodes, Chair, Environmental Studies Curriculum Committee, some courses were added, deleted and/or provided alternatives which makes it more flexible.

Overall, there are no budgetary implications with any of the above proposed changes as the resources demanded by these changes are in line with those already required for program implementation which had already been approved and are covered by the differential fees, thus no net changes are expected.

## **Bachelor of Environmental Studies (Natural Sciences)**

Environmental Studies (~~ENV~~) represents an interdisciplinary and integrated approach to examining human-environment relationships. The Bachelor of Environmental Studies (BES) (~~Natural Sciences~~) equips graduates with the tools needed to engage in proactive environmental citizenship. ~~Graduates of this program will be prepared to work as environmental professionals in Canada or abroad. They will have developed the depth of knowledge required to continue on to graduate or other professional studies. The BES (Natural Sciences) is designed to prepare students who plan on working and to work in environmental science fields, in Canada and abroad. Upon completion, students will have developed the depth of knowledge required to continue to graduate or other professional studies, and they and who~~ may seek additional related professional accreditation after graduation.

Students interested in a more ~~comprehensive flexible~~ Arts and Sciences-based program in environmental studies are encouraged to consider the Bachelor of Environmental Studies (BES).

~~Applicants who are unsure about which credential (BES or BES-NS) should make an appointment with the Advising Centre or refer to the Bachelor of Environmental Studies website for more information. Applicants who are unsure about which credential (BES or BES-NS) is the best for them should refer to the Environmental Studies website or contact the Geography and the Environment (GATE) department at geoginfo@ufv.ca to set up an appointment.~~

### **Entrance Requirements**

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

1. B.C. secondary school graduation or equivalent.
2. ~~Prerequisites for CHEM 110 (See Note 1). (Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher\*);~~
3. ~~Prerequisites for BIO 111. (One of Biology 11 or BIO 083 with a C+ or better and one of Chemistry 12, CHEM 093, or CHEM 110 with a C or better; or one of Biology 12 or BIO 093 with a C+ or better and one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with a C or better higher\*);~~
- 3-4. ~~A minimum of C+ in English Studies 12 or English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A — standard level or higher). Students must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the UFV academic calendar.~~

~~Note 1: Applicants who plan to complete additional Chemistry should be prepared to complete the prerequisites for CHEM 113 while in secondary school or through upgrading once at UFV. The prerequisites for CHEM 113 are: Chemistry 12 or CHEM 100; and one of the following: Pre-Calculus 12, MATH 095, MATH 096, or MATH 110. See CHEM 113 for the current prerequisites for this course.~~

- 4.—Entrance essay, submitted with application, outlining experience in environmental work or related fields and prior academic work (if applicable), and learning and professional goals. More details on essay requirements are found on the Environmental Studies website.

~~\* Applicants with prerequisites for BIO 111 (see 3 above) and CHEM 110 (see 2 above) will be accepted but are encouraged to upgrade in preparation for CHEM 113 [(Chemistry 12 or CHEM 100) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH 095, MATH 096, or MATH 110).]~~

~~Students must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the UFV academic calendar.~~

~~\* Applicants who plan to complete additional Chemistry should be prepared to complete the perquisites for CHEM 113 while in secondary school or through upgrading once at UFV. The prerequisites for CHEM 113 are: Chemistry 12 or CHEM 100; and one of the following: Pre-Calculus 12, MATH 095, MATH 096, or MATH 110. with prerequisites for BIO 111 (see 3 above) and CHEM 110 (see 2 above) will be accepted but are encouraged to upgrade in preparation for CHEM 113 [(Chemistry 12 or CHEM 100) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH 095, MATH 096, or MATH 110).]~~

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

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

### Applicants will need:

1. Prerequisites for ENGL 105 or CMNS 125. ~~for ENGL 105 or CMNS 155~~
2. Prerequisites for BIO 111 ~~BIO 111~~ and CHEM 110. ~~CHEM 113~~
  - a.—Applicants with prerequisites for BIO 111 and CHEM 110 will be accepted but are encouraged to upgrade in preparation for CHEM 113
3. Prerequisites for STAT 104 or STAT 106.
4. One of the following:
  - Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a GPA of 3.00 or better on all credits attempted.
  - Minimum GPA of 2.50 on the last 18 credits of university-level courses attempted, including completion of GEOG 111 and GEOG 103, with a C or higher. Provisional entrance may be granted to students who do not meet minimum GPA requirements, but who demonstrate relevant prior learning or professional experiences.

- Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98)**.

### **When to apply**

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

### **How to apply**

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

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

- Official transcripts (or interim transcripts) from all post-secondary institutions ~~you have~~ attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer credit** section for details.
  - For ~~secondary~~ **high** school entrance, a final official transcript ~~(if graduated)~~.
  - ~~Entrance essay, submitted with application, outlining experience in environmental work or related fields and prior academic work (if applicable), and earning and professional goals. More details on essay requirements are found on the Environmental Studies website.~~
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and ~~This money~~ will be applied toward tuition fees. Final payment of all course fees is due by the end of the second week of classes.
  3. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements.

~~You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees is due by the end of the second week of classes.~~

### **Basis for admission decision ~~(Competitive Admission)~~**

~~Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when the UFV application, all required documentation, and the application fee have been submitted. Application materials submitted by deadline for application will be reviewed by the Environmental Studies program committee. Successful candidates will have met minimum requirements for entrance, and will have demonstrated commitment to both engagement in environmental learning and to timely program completion.~~

### **Fees and additional ~~other~~ costs**

See the Fees and Other Costs section ~~of the calendar~~. Additional fees for course field trips and practicum courses will apply to all students enrolled in Environmental Studies courses, and students enrolled in courses within the degree, e.g. Geography.

### **~~Program duration and total number of credits~~**

~~With appropriate planning, the 120 credits required for the Bachelor of Environmental Studies can be completed in four years of full-time study. Because upper-level courses are offered on a limited basis, students should seek the help of Advising to plan their coursework in advance in order to complete their degree in a timely manner.~~

### **~~Location~~**

~~The majority of the courses in the program will be offered on the Abbotsford campus. Students may choose to complete a practicum in order to meet requirements. Practicums may be Canada-based or international.~~

### **Program duration**

With appropriate planning, the 120 credits required for the Bachelor of Environmental Studies degree can be completed in four years of full-time study. Because upper-level courses are offered on a limited basis, students should seek the help of an Advisor to plan their coursework in advance, in order to complete their degree in a timely manner. **Courses at other institutions**

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

~~Except as noted below, total transfer and course challenge credits, including prior learning credit, may not exceed 60 credits. A minimum of 30 upper-level credits must be completed at UFV. Within these limits, transfer credit may be applied to the BES with courses passed with a grade of P or higher. Transfer credit is not used in the calculation of the cumulative grade point average.~~

### **Residency**



Of the overall total of 120 credits, 60 credits must be completed at UFV. A minimum of 30 upper-level credits must be completed at UFV.

**Graduation**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Advisor.

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

**Course repeats**

Students may not register for a course more than twice without permission of the appropriate dean or designate. Where a course has been repeated, the GPA at UFV includes only the higher grade, but all attempts appear on the transcript. Please note that students with more than five course repeats will not be eligible to graduate with a Bachelor of Environmental Studies degree. Transferred courses are considered in the number of attempts. See UFV's Course Repeat policy (86).

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

**Undergraduate continuance**

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

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

After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar. For assistance, see an Advisor or contact [advising@ufv.ca](mailto:advising@ufv.ca).

**Required to withdraw**

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

### Location

The majority of courses in the program will be offered on the Abbotsford and Chilliwack campuses; required Agriculture courses are offered in Chilliwack. Students may choose to complete a practicum in order to meet requirements. Practicums may be Canada-based or international.

### Program Requirements

All students are required to complete a minimum of 120 credits, to include a minimum of 45 upper-level (300- or 400-level) credits. A minimum CGPA of 2.00 in the BES (Natural Sciences) program is required for graduation.

BES ~~–~~ (Natural Sciences) students are required to take the following: ~~104-117 credits:~~

| <u>CORE REQUIREMENTS</u>                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <u>Credits</u>                                                                         |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <u>Environmental Core</u><br><u>(25–31 credits)</u>                    | <ul style="list-style-type: none"> <li>• <u>GEOG 111: Environmental Issues and Strategies</u></li> <li>• <u>ENV 200: Bioregional Communities</u></li> <li>• <u>One of: CMNS 257, GEOG 211, or GEOG 257</u></li> <li>• <u>GEOG 331: Environmental Assessment and Management</u></li> <li>• <u>PHIL 318: Environmental Ethics</u></li> <li>• <u>PORT 398: Portfolio I</u></li> <li>• <u>ENV 410: Environmental Seminar</u></li> </ul>                                                                                                                                                        | <u>3</u><br><u>4</u><br><u>4</u><br><u>4</u><br><u>3</u><br><u>3</u><br><u>4</u>       |
|                                                                        | <ul style="list-style-type: none"> <li>• <u>Environmental Professional Competency, met by one of:</u> <ul style="list-style-type: none"> <li>◦ <u>GEOG 412,</u></li> <li>◦ <u>COOP 120, or</u></li> <li>◦ <u>Demonstration of previous environmental work (paid or unpaid) commensurate with professional competency learning outcomes, subject to program chair review. See the Environmental Studies website for more details.</u></li> </ul> </li> </ul>                                                                                                                                | <u>0–6</u>                                                                             |
| <u>Research, Methods and Engagement Core</u><br><u>(23–26 credits)</u> | <ul style="list-style-type: none"> <li>• <u>GEOG 253: Introduction to Geographic Information Systems</u></li> <li>• <u>GEOG 353: GIS Applications</u></li> <li>• <u>PHIL 100: Reasoning: Introduction to Critical Thinking</u></li> <li>• <u>One of: CMNS 125 or ENGL 105</u></li> <li>• <u>One of: STAT 104, STAT 106, STAT 270, or PSYC 110 (See Note 1)</u></li> <li>• <u>One course from List 1c (see Note 2): Professional and Research Skills (lower-level)</u></li> <li>• <u>One course from List 2b (see Note 2): Professional and Research Skills II (upper-level)</u></li> </ul> | <u>4</u><br><u>4</u><br><u>3</u><br><u>3</u><br><u>3–4</u><br><u>3–4</u><br><u>3–4</u> |
|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                        |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                  |                               |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Breadth Requirements</b><br><u>Lower Level</u><br><b>(34–36 credits)</b> | <ul style="list-style-type: none"> <li>Sciences I: BIO 111 and BIO 112</li> <li>Sciences I: GEOG 103: The Physical Environment</li> <li>Sciences I: One of AGRI 124, AGRI 163, or AGRI 204</li> <li>Sciences I: One of BIO 210, BIO 219, or GEOG 219</li> <li>Sciences I: GEOG 201 or GEOG 202</li> <li>Sciences I: CHEM 110 or CHEM 113 (See Note 3)</li> </ul> | 10<br>4<br>3<br>4<br>3<br>4–5 |
|                                                                             | <ul style="list-style-type: none"> <li>Society and Culture: One course from List 1a</li> <li>Political Economy: One course from List 1b</li> </ul>                                                                                                                                                                                                               | 3–4<br>3                      |
| <b>Breadth Requirements</b><br><u>Upper Level</u><br><b>(18–24 credits)</b> | <ul style="list-style-type: none"> <li>Society, Culture and Economy: One course from List 2a</li> <li>Sciences II: Five courses from List 2c (See Note 4)</li> </ul>                                                                                                                                                                                             | 3–4<br>15–20                  |
| <b>Electives</b>                                                            | <ul style="list-style-type: none"> <li>3–20 credits</li> <li>A minimum of 45 upper-level credits are required for degree completion</li> </ul>                                                                                                                                                                                                                   |                               |

**Note 1:** Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

**Note 2:** Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics and others demanding graduate level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Note 3:** Students wishing to complete additional courses in Chemistry will be required to take CHEM 113 and CHEM 114. Please see calendar for prerequisites for CHEM 113. Courses in 200-level Chemistry and above are highly recommended for students continuing on into Environmental Science employment and graduate school.

**Note 4:** Students wishing to apply for the Professional Agronomist (P.Ag) designation will need to take courses from this list that fits the BCIA's definition of "agology". They are also encouraged to complete a sixth course from List 2c, including one or more upper-level AGRI courses.

### Core Requirements

| Environmental Core                                                                                                                        | Credits      |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ENV 111/GEOG 111: Environmental Issues and Strategies                                                                                     | 3            |
| ENV 200: Bioregional Communities                                                                                                          | 4            |
| GEOG 211: Environmental Science or CMNS 257/ GEOG 257: Environment: Science and Communications                                            | 3            |
| ENV 299: Environmental Portfolio I                                                                                                        | 1            |
| ENV 399: Environmental Portfolio II                                                                                                       | 1            |
| ENV 499: Environmental Portfolio III                                                                                                      | 1            |
| PHIL 318: Environmental Ethics                                                                                                            | 3            |
| One of:                                                                                                                                   | 4–6          |
| ENV 412/GEOG 412: Environmental Practicum                                                                                                 |              |
| ENV 410: Special Topics in Environmental Studies                                                                                          |              |
| COOP 120: Cooperative Work Term Performance and Report II (with approval from program head; placement must be related to degree interest) |              |
| <b>Credits</b>                                                                                                                            | <b>20–22</b> |
| Research, Methods and Engagement Core                                                                                                     | Credits      |
| GEOG 253: Introduction to GIS                                                                                                             | 4            |

|                                                                                             |              |
|---------------------------------------------------------------------------------------------|--------------|
| GEOG 353: GIS Applications                                                                  | 4            |
| PHIL 100: Reasoning                                                                         | 3            |
| <b>ONE OF:</b>                                                                              | 3            |
| ENGL 105: Academic Writing                                                                  |              |
| CMNS 155: Introduction to Workplace and Academic Writing                                    |              |
| <b>ONE OF (See Note 1):</b>                                                                 | 3-4          |
| STAT 104: Introductory Statistics                                                           |              |
| STAT 106: Statistics I                                                                      |              |
| STAT 270: Introduction to Probability and Statistics                                        |              |
| PSYC 110: Applied Statistical Analysis in Psychology                                        |              |
| One course from List 1c (see Note 2): Professional and Research Skills (lower level)        | 3-4          |
| One course from List 2b (see Note 2): Professional and Research Skills II (upper level)     | 3-4          |
| <b>Credits</b>                                                                              | <b>24-26</b> |
| <b>Breadth Requirements—Lower Level</b>                                                     |              |
| <b>Society and Culture</b>                                                                  | 3            |
| One course from List 1a                                                                     |              |
| <b>Political Economy</b>                                                                    | 3            |
| One course from List 1b                                                                     |              |
| <b>Sciences I</b>                                                                           | 4-5          |
| BIO 111: Introductory Biology I                                                             |              |
| BIO 112: Introductory Biology II                                                            |              |
| GEOG 103: The Physical Environment                                                          |              |
| <b>ONE OF:</b>                                                                              | 3            |
| AGRI 124: Introduction to Horticulture                                                      |              |
| AGRI 163: Pest Biology and Identification                                                   |              |
| AGRI 204: Soils and Soil Fertility                                                          |              |
| <b>ONE OF:</b>                                                                              | 4-5          |
| BIO 106: Ecology from an Urban Perspective (not applicable to Natural Sciences designation) |              |
| BIO 210: Introduction to Ecology                                                            |              |
| BIO 219/GEOG 219: Biogeography                                                              |              |
| <b>ONE OF:</b>                                                                              | 4            |
| GEOG 201: Introduction to Climatology                                                       |              |
| GEOG 202: Introduction to Geomorphology                                                     |              |
| <b>ONE OF (see Note 3):</b>                                                                 | 4-5          |
| CHEM 110: Introductory Chemistry                                                            |              |
| CHEM 113: Principles of Chemistry I                                                         |              |
| <b>Credits</b>                                                                              | <b>25-27</b> |
| <b>Breadth Requirements—Upper Level</b>                                                     |              |
| <b>Society, Culture and Economy</b>                                                         |              |
| <b>ONE OF:</b>                                                                              | 3-4          |
| ENVP 313: Introduction to Environmental Law (online through Royal Roads University)         |              |

|                                                                                      |              |
|--------------------------------------------------------------------------------------|--------------|
| ENVP 322: Sustainable Development (online through Royal Roads University)            |              |
| ONE OF:<br>GEOG 311: Global Resources and Environment<br>GEOG 312: Political Ecology | 4            |
| One course from list 2a (see Note 4)                                                 | 3-4          |
| Sciences II<br>Five (5) courses from List 2c (see Note 5)                            | 15-20        |
| <b>Credits</b>                                                                       | <b>25-32</b> |

**Note 1:** Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

**Note 2:** Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics and others demanding graduate level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

**Note 3:** Students wishing to complete CHEM 301: Environmental Chemistry will be required to take CHEM 113 and CHEM 114. CHEM 301 is highly recommended for students continuing on into Environmental Science employment and graduate school.

**Note 4:** Students wishing to apply for the PAg designation will need to take a course from this list that fits the BCIA's definition of "agology".

**Note 5:** Students seeking PAg designation are encouraged to complete a sixth course from List 2c, including one or more upperlevel AGRI courses

### **Thematic Area** **Thematic lists** **Course listings**

For complete details on individual courses used in the program, please see the course descriptions section.

**Note:** Some of the following courses in the thematic lists have prerequisites. Please check the course descriptions section of the calendar for details.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>List 1a: Society and Culture</b> <ul style="list-style-type: none"> <li>• ANTH 268: Culture and Environment</li> <li>• <a href="#">ENGL 215: Creative Writing: Creative Non-Fiction</a></li> <li>• <del>ENGL 275: Literature and Ecology</del></li> <li>• GEOG 140: Human Geography</li> <li>• <a href="#">IPK 102: Introduction to Indigenous Studies</a></li> <li>• MACS 130: Mass Communication in Canada</li> <li>• MACS 210: History of Communication</li> <li>• MACS 240: Media, Money, and Power</li> <li>• SOC 247: Culture of Capitalism</li> <li>• SOC 260/-ANTH 260: Food for Thought</li> <li>• SOC 289: Sociology of Animals in Western Society</li> </ul> |
| <b>List 1b: Political Economy</b> <ul style="list-style-type: none"> <li>• ECON 100: Principles of Microeconomics</li> <li>• ECON 101: Principles of Macroeconomics</li> <li>• GEOG/<a href="#">ECON</a> 242: Economic Geography</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>List 1c: Professional and Research Skills</b> <ul style="list-style-type: none"> <li>• AGRI 247: Enterprise Project: Part I</li> <li>• BUS 204: Introduction to Non-Profit Management</li> <li>• <a href="#">CHEM 241: Analytical Chemistry</a></li> <li>• <a href="#">CIS 145: Web Publishing</a></li> <li>• CMNS 180: Introduction to Intercultural Communication</li> <li>• CMNS 235: Public Speaking</li> <li>• CMNS 251: Professional Report Writing</li> <li>• <a href="#">COMP 120: Computing for the Sciences</a></li> <li>• <a href="#">GEOG 252: Explanations in Geography: Quantitative Methods</a></li> </ul>                                               |

- [MATH 111: Calculus I](#)
- [MATH 118: Calculus II for Life Sciences](#)
- [PSYC# 202: Research Methods in Psychology](#)
- [SOC/ANTH/-MACS 255: Introduction to Social Research](#)
- [VA 180: Digital Photography](#)
- [VA 271: New Media I: Introduction to Electronic Media](#)

**List 2a: Society, Culture and Economy**

- [AGRI 371: Sustainable Holistic Agriculture: Planning and Practices](#)
- [ECON 352: Technological Progress and Economic Growth](#)
- [ECON 361: Environmental Economics](#)
- [GEOG 311: Global Resources and Environment](#)
- [GEOG 312: Political Ecology](#)
- [GEOG 314: Geography of Food](#)
- ~~[GEOG 323: Geography of War, Terrorism and Peace](#)~~
- [GEOG 340: Geographies of Poverty and Development](#)
- [GEOG 360: Regional and Community Planning](#)
- ~~[GEOG 364: International Planning and Development: Adapting to Climate Change](#)~~
- ~~[IPK 386: Indigenous Worldviews of Turtle Island](#)~~
- ~~[IPK 401: Indigenous Worldviews and Spirituality](#)~~
- ~~[PHIL 412: Corporations, Globalization, and Ethics](#)~~
- ~~[PSYCH 364: Environmental Psychology](#)~~
- [RLST 380: Religion, Nature and Science](#)
- ~~[SOC/-GEOG 313: Agriculture and Rural Life](#)~~
- [SOC 346: Environmental Justice](#)
- [SOC 348: Social Movements](#)
- ~~[SOC/POSC 352: Public Policy Analysis](#)~~
- [SOC/-ANTH 360: Eating and Thinking: Food, Identity, and Power in Global Societies](#)
- [SOC/-ANTH 368: Environment and Society](#)

~~Or one more of the following courses, available on-line from Royal Roads University~~

- ~~[RRU ENVP 427: Public Policy Formation \(3cr\)](#)~~
- ~~[RRU ENVP 426: Leadership and Management for Environmental Practitioners \(3cr\)](#)~~
- ~~[RRU ENSC 415: Environmental Management Tools](#)~~

**List 2b: Professional and Research Skills II**

- [CMNS/JRNL 300: Introduction to the Practice of Journalism](#)
- [CMNS/JRNL 301: Advanced Practice of Journalism](#)
- [CMNS 312: Public Relations Campaigns](#)
- [CMNS 325: Writing for the Sciences and Technologies](#)
- [CMNS 335: Advanced Public Speaking](#)
- [CMNS 360: Advocacy Writing](#)
- [CMNS 375: Understanding Design for Print Publications](#)
- [CMNS 380: The Cross-Generational Workplace](#)
- [CMNS 465: Grant and Proposal Writing](#)
- [CMNS 480/MACS 480: Crisis Communications](#)
- ~~[ENGL/-JRNL 373: Literary Journalism](#)~~
- ~~[GEOG 353: GIS Applications](#)~~
- ~~[GEOG/-BIO 357: Conservation GIS](#)~~
- [GEOG 453: Remote Sensing of the Environment](#)
- [GEOG 454: Geospatial Data Analysis and Modeling](#)
- ~~[IPK 344/-ANTH 344/-SOC 344: Indigenous Research Methodologies](#)~~
- ~~[JRNL/ CMNS 300: Introduction to the Practice of Journalism](#)~~
- ~~[JRNL/ CMNS 301: Advanced Practice of Journalism](#)~~
- [PHIL 305: Philosophy of Decision Making and Dispute Resolution](#)
- [PHIL 310: Ethics and Public Policy](#)
- [SOC/-ANTH/-MACS 355: Quantitative Research Methods](#)
- [SOC/-ANTH/-MACS 356: Qualitative Research Methods](#)

- [SOC/-GEOG 313: Agriculture and Rural Life](#)
- [SOC/-POLS 352: Public Policy Analysis](#)
- SOC 353: Program Evaluation
- SOC 357: Advanced Research Methods
- SOC 358: Advanced Research on a Selected Topic
- [SOC 475: Communities, Differences, and Belonging](#)
- STAT 315: Applied Regression Analysis
- STAT 330: Design of Experiments
- STAT 350: Survey Sampling
- VA 365/FILM 365/JRNL 365: Documentary Video Storytelling
- VA 371: New Media III: Interactive Art
- VA 372: New Media IV: Project in New Media
- VA 390: Community Arts Practice

## List 2c: Sciences II

- AGRI 311: Sustainable Soil Management
- AGRI 321: Vegetable Crop Production: Science and Practice
- AGRI 323: Fruit Crop Production: Science and Practice
- AGRI 324: Greenhouse Production: Science and Practice
- AGRI 327: Nursery Production and Propagation: Science and Practice
- AGRI 328: Forage Crop Production: Science and Practice
- AGRI 331: Dairy Production and Management: Science and Practice
- BIO 310: Conservation Biology
- BIO 330: Plants and Animals of BC
- [BIO 335/-GEOG 335: Methods in Freshwater Ecology](#)
- [BIO 340: Population and Community Ecology](#)
- [BIO 360: Insect Biology](#)
- [BIO 370: Introduction to Mycology](#)
- [BIO 380: Ornithology](#)
- ~~[BIO 408E: Directed Studies in Biology I](#)~~
- ~~[BIO 409E: Directed Studies in Biology II](#)~~
- BIO 410/-GEOG 410: Plant Ecology
- ~~[BIO 421E: Special Topics in Applied Biology—Clayoquot Field School](#)~~
- BIO 426: Environmental Microbiology
- BIO 430: Forest Ecology
- ~~[BIO 497: Tropical Biology Seminar](#)~~
- [CHEM 311: Intermediate Organic Chemistry I](#)
- [CHEM 312: Intermediate Organic Chemistry II](#)
- [CHEM 341: Instrumental Analysis/ Applied Spectroscopy](#)
- [CHEM 412: Topics in Organic Chemistry](#)
- GEOG 302: ~~Fluvial-River~~ Geomorphology
- GEOG 303: ~~Principles Environmental of~~ Hydrology
- GEOG 304: ~~Geography of the Coastal Zone~~ Coasts and Climate Change
- GEOG 307: ~~Urban Climatology~~ Climate of Cities
- GEOG 308: Climate Change and Variability
- GEOG 315: ~~Soil Process and Function~~ Soils
- GEOG 318: Water Resources Management
- GEOG 319/ BIO 319: Swamps and Bogs
- GEOG 402: Quaternary Geology and Geomorphology
- GEOG/-BIO 419: Paleoecology
- ~~[IPK/-BIO 477: Traditional Ecological Knowledges](#)~~
- [Any BIO or GEOG special topics course, directed studies, or field course designated with an environmental science focus \(contact the Biology department or Geography program for more information\)](#)

## [Courses at other institutions](#)

UFV students who wish to take academic work at other institutions for credit toward the degree must obtain permission in advance from an Academic Advisor. A Letter of Permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.00) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar/Registrar's office will issue a Letter of Permission to the student.

### **Policies relevant to the BES (Natural Sciences)**

**Course Repeat policy (86):** Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

**Undergraduate Continuance policy (92):** Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

**Subsequent and Concurrent Bachelor Degree policy (98):** Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are different, and that the student has met the program requirements. Students will complete at least one third of the total credits required for the additional degree, including at least 30 additional upper-level credits, beyond the credits taken in the first or concurrent degree. All 30 upper-level credits must be obtained through completion of UFV courses.

**Transfer Credit policy (107) and Prior Learning Assessment and Recognition (PLAR) policy (94):** Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy BES (NS) degree requirements. They can also earn academic credit through an assessment of prior learning.

### **Residency**

Of the overall total of 120 credits, 60 credits must be completed at UFV. A minimum of 30 upper-level credits must be completed at UFV.

### **Graduation requirements**

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor.

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



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

**Course listings**

For complete details on ~~individual courses used in the program, please see the course descriptions section.~~

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, Bachelor of Media Arts Program Chair

Date: April 1, 2019

**Subject: Program change Bachelor of Media Arts**

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

- ☒ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: change in calendar description of Applied Interactive Media Concentration, addition/splitting of core requirement, addition of co-op courses

2. Rationale for change(s): The BMA program committee would like to split the current “written and oral presentation” requirement in the program core into a written presentation and an oral presentation requirement. The program committee determined that students need to build foundational skills in both areas before progressing into upper-level MEDA courses and to ensure success in their chosen fields of employment, as success in media industries requires both the ability to write in plain language and the ability to present oneself and one’s ideas in formal and casual contexts.

The program committee proposes adding additional options to the digital media technologies requirement in the program core.

We have made a change in entrance requirements, listing the letter of interest separately from the portfolio in calendar copy outlining admission requirements. This will allow us more flexibility in managing competitive entry, especially with respect to applicants from schools with which we have block transfer agreements.

Finally, the program committee would like to allow BMA students to use co-op credits towards their degree. When the program was first developed, the intention was to allow co-op credits to count but this was never implemented when the program was launched.

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

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

Each of the areas responsible for the courses being added will have addressed the question of Indigenization when the individual courses came to CACC/UEC. The program changes themselves have not been made with explicit consideration of Indigenization.

5. Will additional resources be required? If so, how will these costs be covered? We expect that additional resources will be minimal, see question 8.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Students will have more options for completing program core requirements. Overall enrolment will not increase or decrease as a result of these changes, though the addition of co-op options may impact student retention, as this is an option students have specifically requested. We expect that the changes to entrance requirements will have a minimal impact on enrolment numbers, as the change will only impact VFS block transfer students. We expect that adding a letter of interest requirement for VFS students will help us ensure that we are taking VFS grads who will succeed in our program, but that this change will have a minimal impact on the total number of VFS students admitted to the program.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.).

Seats in existing sections will accommodate the program changes.

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

The number of required courses in the program is increasing. The BMA is a relatively small program (36 students/year), so the increase in enrolment in sections of the added course options will be fairly minimal and easily absorbed within the current number of sections of these courses offered, particularly as students have a number of options for meeting the writing and oral presentation requirements and as many of the newly added courses are offered multiple times each year.

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

**CWC comments and responses:**

- Memo #6: is the intention to only require a letter of interest for VFS students, or for all applicants?

*The intention is to require a letter of intent from all applicants - the letter of intent is currently required for all students but is embedded in the portfolio they submit. VFS students are not required to submit a portfolio, so did not do a letter either, but our intent is to require a letter of interest from all applicants and portfolios from all but VFS applicants. The explanation refers to VFS students as an example of why the change will assist with strategic enrolment management.*

- Entrance requirements option 3: how will applicants' literacy skills be assessed? Should the ELP be referenced here?

*Entrance requirements option 3 have not been edited from their original form as approved by UEC/Senate. The rubric will likely be the degree/diploma level ELPV. This could certainly be linked if it is deemed appropriate.*

- Basis for admission decision: the points system that will be used to evaluate applicants should be included in the calendar.

*I consulted with Paula Funk, and she suggests removing the first sentence under Basis for Admission Decision, as it is misleading and does not correspond directly with all entrance options. By removing this, she thinks it possible we would not need to include a points system for assessing applicants. It is not something that is included in any other portfolio-review based programs that she works with.*

## Academic Calendar Fall 2018

### MEDIA ARTS

[ufv.ca/media-arts](http://ufv.ca/media-arts)

## Bachelor of Media Arts

### Entrance requirements

Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined below and must also submit a portfolio [and letter of interest](#). The content and nature of the portfolio [and letter](#) will be outlined in guidelines provided after application and may be discussed with the BMA Advisor.

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

### Option 1: Secondary school (for students with secondary school graduation only)

#### B.C. Applicants

1. B.C. secondary school graduation or equivalent.
2. A minimum of a C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent, and UFV ENGL 091.

[3.](#) Portfolio review.

[3.4.](#) Letter of interest.

### Out-of-province applicants

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

## Out-of-country applicants

Students who have B.C. secondary school graduation equivalency, meet the prerequisite for [ENGL 105](#) or [CMNS 125](#), and have completed an equivalent average of B (equated to the UFV grading system) in two academic Grade 12 courses will be admissible.

## Alternatives to high school graduation

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

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

1. Prerequisite for [ENGL 105](#) or [CMNS 125](#).

2. Portfolio review.

~~2,3.~~ Letter of interest.

~~3,4.~~ One of the following:

- Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.
- Completion of a two-year post-secondary credential, such as a diploma or associate degree, in Arts, Liberal Arts, Graphic and Digital Design, Visual Arts, Theatre, or Computer Information Systems with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme) on all courses taken.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum cumulative GPA of 2.00 (equated to the UFV grading scheme), calculated on all courses taken.
- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or international institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme).

Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).

## Option 3: Experience and literacy

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the Academic Advisor, will assess whether the entrance requirements relating to writing have been satisfied. To apply for admission under Option 3, consult with the Academic Advisor. A portfolio review [and a letter of interest](#) will also be required.

Students who do not meet these requirements might consider [Qualifying Studies](#) and/or a meeting with an Academic Advisor.

## When to apply

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

## How to apply

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

### Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.
  - For secondary school entrance, a final official transcript (if graduated). For students currently in Grade 12, final grades are due August 3.
2. When applications have been processed, applicants will receive information on program orientation and portfolio submission dates and a copy of the portfolio guidelines. The portfolio [and letter of interest](#) ~~are~~ not due at the time of application, but will be submitted online and reviewed in May for

the Fall intake and in October for the Winter intake. All applicants must attend a program orientation. Applicants who reside outside the Lower Mainland area should contact the BMA Advisor for alternate arrangements.

3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.
4. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.

## Basis for admission decision

~~Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.~~

Students entering this program must meet one of the entrance options outlined above and must also submit a portfolio [and a letter of interest](#). The content and nature of the portfolio [and letter](#) will be outlined in guidelines provided after application, and may be discussed with the educational advisor.

Students with complete credentials at the diploma level or better (associate degrees, diplomas, major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority entry to this program from 2018 to 2021. Students with credentials requiring 60 credits or more from other institutions will be admitted next. Students meeting the minimum entrance requirements above will be admitted next, in an order determined by an assessment of their portfolios, letters of interest, and their grades.

Effective Fall 2022, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.

## Co-operative Education option

[The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Media Arts degree program. Students may apply up to 6 credits of Co-Op Education to the Bachelor of Media Arts degree. See the \*\*Co-operative Education\*\* section for more details.](#)



## Program outline

There are three sets of requirements to note:

1. [Program requirements](#)
2. [Core requirements](#)
3. [Concentration requirements](#)

## Program requirements

1. 120 university-level credits (100 level and above), of which:
  - At least 30 must be completed at UFV
  - At least 45 must be at the 300 and/or 400 level, with at least 24 of these completed at UFV
2. Completion of core requirements
3. Completion of one concentration, with at least 50% of the upper-level requirements completed at UFV
4. Completion of elective credits to achieve 120 credits for the degree
5. Completion of all degree requirements within seven years of admission

## Core requirements (48-51 credits)

## Lower-level requirements (24-27 credits)

| Course            | Title                                      | Credits |
|-------------------|--------------------------------------------|---------|
| <b>Media arts</b> |                                            |         |
| MEDA 100          | Introduction to Media Arts                 | 3       |
| MEDA 222          | Design Ethos and the Creative Practitioner | 3       |
| MEDA 260          | Exploring Creativity                       | 3       |

|                                                |                                                                  |          |
|------------------------------------------------|------------------------------------------------------------------|----------|
| <b>Core knowledge</b>                          |                                                                  |          |
| MACS 130                                       | Mass Communication in Canada                                     | 3        |
| <b>Writing foundation</b>                      |                                                                  |          |
| <b>One of:</b>                                 |                                                                  | 3        |
| CMNS 125                                       | Communicating Professionally to Academic and Workplace Audiences |          |
| ENGL 105                                       | Academic Writing                                                 |          |
| <b>Written <del>or oral</del> presentation</b> |                                                                  |          |
| <b>One of:</b>                                 |                                                                  | 3        |
| CMNS 175                                       | Writing for the Internet                                         |          |
| <u>CMNS 212/ MACS 212</u>                      | <u>Introduction to Media and Public Relations</u>                |          |
| CMNS <del>235</del> <u>251</u>                 | <del>Public Speaking</del> <u>Professional Report Writing</u>    |          |
| <u>Oral Presentation</u>                       |                                                                  |          |
| <u>One of:</u>                                 |                                                                  | <u>3</u> |
| <u>CMNS 235</u>                                | <u>Public Speaking</u>                                           |          |
| THEA 111                                       | Acting Skills for Work and Life                                  |          |

|                                              |                                                                                |   |
|----------------------------------------------|--------------------------------------------------------------------------------|---|
| <a href="#">THEA 112</a>                     | <a href="#">Essentials of Acting</a>                                           |   |
| THEA 250/ <a href="#">ENGL 253</a>           | Introduction to Storytelling in Indigenous, Theatrical, and Global Communities |   |
| <b>Historical and/or theoretical context</b> |                                                                                |   |
| <b>One of:</b>                               |                                                                                | 3 |
| AH                                           | Any 100 or 200-level AH course                                                 |   |
| FILM 110                                     | Introduction to Cinema                                                         |   |
| FILM 120                                     | The History and Aesthetics of World Cinema                                     |   |
| GD 102                                       | History of Graphic Design                                                      |   |
| IPK 277                                      | Indigenous Art: Stories and Protocols                                          |   |
| MACS 210                                     | History of Communication                                                       |   |
| THEA 203/ENGL 233                            | Cultural History of Performance: Antiquity - 1600                              |   |
| THEA 204/ENGL 234                            | Cultural History of Performance: 1600-1900                                     |   |
| <b>Digital technologies</b>                  |                                                                                |   |
| <b>One of:</b>                               |                                                                                | 3 |
| CIS 145                                      | Web Publishing                                                                 |   |

|                        |                                                             |   |
|------------------------|-------------------------------------------------------------|---|
| <a href="#">GD 101</a> | <a href="#">Fundamentals of Design</a>                      |   |
| <a href="#">GD 154</a> | <a href="#">Typography</a>                                  |   |
| GD 157                 | Digital Design Media I                                      |   |
| <a href="#">GD 159</a> | <a href="#">Digital Design Media II</a>                     |   |
| <a href="#">GD 216</a> | <a href="#">Illustration I</a>                              |   |
| <a href="#">VA 119</a> | <a href="#">Introductory Studio III: Digital Multi-Tool</a> |   |
| VA 160                 | Introduction to Video Production                            |   |
| VA 180                 | Digital Photography <a href="#">I</a>                       |   |
| <a href="#">VA 271</a> | <a href="#">Image, Sound, and Performance Art I</a>         | - |

### Upper-level requirements (24 credits)

| Course            | Title                                                  | Credits |
|-------------------|--------------------------------------------------------|---------|
| <b>Media arts</b> |                                                        |         |
| MEDA 350          | Critical Studies in Digital Media in Canada            | 4       |
| MEDA 360          | Professional Practices for Creative Digital Industries | 4       |

|                                   |                                   |   |
|-----------------------------------|-----------------------------------|---|
| MEDA 401                          | Media Arts Integrated Project I   | 4 |
| MEDA 402                          | Media Arts Integrated Project II  | 4 |
| <b>Core knowledge</b>             |                                   |   |
| MACS 369                          | Media Law and Ethics              | 4 |
| <b>One of:</b>                    |                                   | 4 |
| MACS 334/ <a href="#">SOC 334</a> | Cultural Policy in Canada         |   |
| MACS 460/SOC 460                  | Issues in the Information Society |   |

Note 1: Some of the listed courses above have prerequisites. Please take this into account when planning your electives.

Note 2: Students may not use a BMA core requirement to meet a concentration requirement. In the case of overlap, students must make an alternative course choice to meet their core requirements.

## Concentration requirements

Students must complete one of the following concentrations as part of their degree:

- [Applied Interactive Media](#)
- [Digital Art](#)
- [Interactive Media Leadership](#)
- [Media and Performance](#)
- [Screen Studies](#)

**Memo for Program Changes**

To: Faculty of Science Curriculum Committee

From: Jason Thomas (Chair of Biochemistry Program Working Group)

Date: April 17, 2019

**Subject: Program change – Biochemistry major**

Summary of changes (select all the apply):

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

1. Rationale for change(s):

- Replace discontinued CMNS 155 with CMNS 125. This will fulfill the communications requirement in the biochemistry degree (credit cannot be obtained for both CMNS 125 and CMNS 155).
- Remove CHEM 312 from the biochemistry program. This will not affect the biochemistry program, it will only remove a chemistry elective option.

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

Outcomes unchanged.

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

N/A

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

No.

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

Students will not be impacted.

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

No.

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

None.

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

No.

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

There are no budgetary impacts.

**CWC comment and response:**

- Should ARTS 100 continue to be included as an option in the declaration requirements?

*As some students may have this course as a prerequisite, ARTS 100 can remain.*

**Bachelor of Science, Major in Biochemistry**

**Calendar Copy**

1. **Faculty and department of program:** Faculty of Science, Department of Chemistry
2. **Website** (*department, or program-specific if applicable*): <http://www.ufv.ca/chemistry/>
3. **Program title/credential:** Major in Biochemistry
4. **Associated degree program** (*for major, minor, or extended minor only*): Bachelor of Science
5. **Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)  
n/a [none of the majors in the BSc have program introduction]
6. **Entrance requirements:** Please refer to the [Bachelor of Science](#) section of the UFV Academic Calendar for information on entrance requirements for the Bachelor of Science.
7. **Fees and additional costs** (*a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.*)  
n/a

**8. Program duration and total number of credits**

In addition to the general requirements for the UFV Bachelor of Science, the Major in Biochemistry requires students to complete a minimum of 49 credits from lower-level requirements and a minimum of 33 credits from upper-level requirements.

Students will be able to complete the Bachelor of Science, Major in Biochemistry over eight semesters of full-time studies, which normally takes 4 years.

9. **Location:** Many of the required 100-level courses, as well as some of the required 200-level biology courses, will be regularly scheduled at both the Abbotsford and Chilliwack Education Park campuses. All required upper-level courses in biochemistry, chemistry, and biology will be offered only at the Abbotsford campus.
10. **Program outline** (*courses to be completed*)

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

[to be added to the Bachelor of Science page: [http://www.ufv.ca/calendar/fall-2015/ProgramsR-Z/SCI\\_BSC.htm#General\\_BSc\\_requirements](http://www.ufv.ca/calendar/fall-2015/ProgramsR-Z/SCI_BSC.htm#General_BSc_requirements), under "Specific major and minor declaration requirements"]

Biochemistry major declaration requirements:

- BIO 111, BIO 112, CHEM 113 and CHEM 114
- One of MATH 111 or PHYS 111 or PHYS 105
- One of: university-level ENGL, CMNS 125, or any CMNS course numbered 235 or above; or ARTS 100.

Note: The major in Biochemistry may not be combined with a minor in biology or chemistry.



**Lower Level Requirements (total of 49 credits):**

| Course number | Course Description                               | Credits |
|---------------|--------------------------------------------------|---------|
| BIO 111       | Introductory Biology I                           | 5       |
| BIO 112       | Introductory Biology II                          | 5       |
| BIO 201       | Cellular Biochemistry/Metabolism                 | 4       |
| BIO 202       | Cellular Signaling/Regulation of Gene Expression | 4       |
| BIO 220       | Genetics                                         | 4       |
| PHYS 111      | Mechanics                                        | 5       |
| or            |                                                  |         |
| PHYS 105      | Heat, Waves and Optics                           |         |
| CHEM 113      | Principles of Chemistry I                        | 5       |
| CHEM 114      | Principles of Chemistry II                       | 5       |
| CHEM 213      | Organic Chemistry I                              | 4       |

**Any 2 of:**

|          |                      |   |
|----------|----------------------|---|
| CHEM 214 | Organic Chemistry II | 4 |
| CHEM 221 | Inorganic Chemistry  | 4 |
| CHEM 241 | Analytical Chemistry | 4 |

Note: The courses selected here will determine which upper-level Chemistry courses you may take. Thus students may wish to consider taking an additional 200-level Chemistry course as an open elective to increase their upper-level Chemistry options. Also note that MATH 211 is recommended for CHEM 324, and MATH 211 and CHEM 224 are recommended for CHEM 422.

**Upper Level Requirements (total of 33-41 credits):**

| Course number     | Course Description                   | Credits |
|-------------------|--------------------------------------|---------|
| BIOC 320/BIO 320  | Biochemistry                         | 3       |
| CHEM 324          | Chemical Kinetics and Thermodynamics | 4       |
| BIOC 350/CHEM 350 | Introductory Biochemistry Laboratory | 3       |
| <b>Any 3 of:</b>  |                                      |         |
| BIOC 401/CHEM 401 | Enzymes, Coenzymes & Inhibitors      | 3       |
| BIOC 402          | Advanced Metabolism                  | 3       |
| BIOC 404          | Biomembranes                         | 3       |
| BIOC 414/BIO 414  | Genomics                             | 3       |
| <b>Any 1 of:</b>  |                                      |         |
| BIOC 403/BIO 403  | Molecular Techniques I               | 4       |
| BIOC 408          | Directed Studies in Biochemistry I   | 3       |
| BIOC 409          | Directed Studies in Biochemistry II  | 6       |

|                  |                                   |   |
|------------------|-----------------------------------|---|
| <b>Any 2 of:</b> |                                   |   |
| CHEM 311         | Intermediate Organic Chemistry I  | 4 |
| CHEM 320         | Intermediate Inorganic Chemistry  | 3 |
| CHEM 325         | Inorganic Chemistry Laboratory    | 2 |
| CHEM 341         | Instrumental Analysis             | 4 |
| CHEM 420         | Advanced Inorganic Chemistry      | 3 |
| CHEM 422         | Molecular Modeling                | 4 |
| CHEM 451         | Bio-inorganic Chemistry           | 3 |
| CHEM 444         | Medicinal Chemistry               | 3 |
| <b>Any 2 of:</b> |                                   |   |
| BIO 309          | Microbiology I                    | 4 |
| BIO 401          | Molecular Biology                 | 3 |
| BIO 406          | Advanced Genetics                 | 3 |
| BIO 407          | Applied Biotechnology             | 3 |
| BIO 415          | Cancer Biology                    | 3 |
| BIO 425          | Introductory Medical Microbiology | 4 |
| BIO 426          | Environmental Microbiology        | 4 |

Depending on their upper-level BIO and CHEM course selection, students will need to take between 3 and 11 credits of open elective courses at the upper level to meet the 44 upper-level credits required for the BSc.

**11. Specializations or options of the program (if applicable)**

n/a

**Memo for Program Changes**

To: UEC

From: Cory Beshara, CHEMISTRY Department head

Date: March 27, 2019

**Subject: Program change (CHEMISTRY MINOR)**

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

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

2. Rationale for change(s):

- The explicit requirement for students to take four specific lower-level courses is being replaced with the equivalent general requirement for an equal weight of chemistry credits, which will give students interested in a minor in chemistry the opportunity to specialize in a particular field of interest (eg: analytical chemistry, or synthetic organic chemistry). Discontinued courses are also being removed from the program.

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

- There are no changes to this aspect of the program

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

- This change does not introduce new consideration to this aspect of the program.

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

- No.

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

- There is no data to support any assertions made with regard to the second question. Students will find it easier to service the chemistry minor with course offerings, and they will have the additional benefit of gearing it toward their area of interest.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?
    - NO
  8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)
    - The UFV academic calendar will need to be changed to reflect the chemistry course credit requirements in a more general way, rather than listing specific courses, as it currently does.
  9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
    - NO
  10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

## Chemistry minor

This section specifies the Chemistry minor discipline requirements only. Students need to combine these minor requirements with another science minor or major. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

### Lower-level requirements

| Course                                              | Title                                                      | Credits            |
|-----------------------------------------------------|------------------------------------------------------------|--------------------|
| <del>CHEM 111</del>                                 | <del>Principles of Chemistry I (previously offered)</del>  |                    |
| <del>or</del> CHEM 113                              | Principles of Chemistry I                                  | 5                  |
| <del>CHEM 112</del>                                 | <del>Principles of Chemistry II (previously offered)</del> |                    |
| <del>or</del> CHEM 114                              | Principles of Chemistry II                                 | 5                  |
| <del>CHEM 211</del>                                 | <del>Organic Chemistry I (previously offered)</del>        | <del>4</del>       |
| <del>or</del> CHEM 213                              | Organic Chemistry I                                        | -                  |
| <del>CHEM 212</del>                                 | <del>Organic Chemistry II (previously offered)</del>       | <del>4</del>       |
| <del>or</del> CHEM 214                              | Organic Chemistry II                                       | -                  |
| <del>CHEM 221</del>                                 | <del>Inorganic Chemistry</del>                             | <del>4</del>       |
| <a href="#">CHEM</a>                                | <a href="#">200-level CHEM courses</a>                     | <a href="#">12</a> |
| MATH 111                                            | Calculus I                                                 | 4                  |
| MATH 112                                            | Calculus II                                                | 4                  |
| <del>or</del> MATH 118                              | Calculus II for Life Sciences                              |                    |
| PHYS 105                                            | Non-Calculus Physics                                       | 5                  |
| <del>or</del> PHYS 111                              | Mechanics                                                  |                    |
| <b>Plus one course selected from the following:</b> |                                                            |                    |
| STAT 104                                            | Introductory Statistics                                    | 4                  |
| STAT 106                                            | Statistics I                                               | 4                  |
| MATH 270/<br>STAT 270                               | Introduction to Probability and Statistics                 | 4                  |
| <del>MATH 302</del>                                 | <del>Analysis of Observational and Experimental Data</del> | <del>3</del>       |

### Upper-level requirements

| Course Title                                   | Credits |
|------------------------------------------------|---------|
| CHEM 300- or 400-level CHEM courses (see Note) | 14      |

#### Add this note:

**Note:** Students should choose appropriately in order to satisfy upper level course prerequisites. It is highly recommended that students contact an advisor prior to making their course selections.



# MEMO

**To:** Undergraduate Education Committee  
**From:** Bruce Kirkley, Assoc. Director, Program Development & Quality Assurance  
**CC:** Michelle Rhodes, Chair, Integrated & General Studies; Jacqueline Nolte, Dean, College of Arts  
**Date:** 18/09/2019  
**Re:** Bachelor of Integrated Studies Thematic Options

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The purpose of this memo is to recommend guidelines for how the thematic options offered in the Bachelor of Integrated Studies are recognized on official transcripts.

## Background

Students who complete a thematic option as part of a BIS degree currently have the option cited on official transcripts as a "Concentration" followed by the name of the thematic option. This practice has been in place for several years; however, during the process of renaming the Bachelor of General Studies to the Bachelor of Integrated Studies, it was discovered that the original proposal for the BGS did not explicitly state that the specific name for a thematic option would be included on transcripts.

The BIS offers two kinds of thematic options: (1) individually designed learning plans using courses from different disciplines built around a theme defined by a student with guidance from an academic advisor and faculty; (2) pre-set options (essentially advising guides) designed by the BIS program committee to provide students with a list of courses and basic requirements related to a defined thematic area. Currently, the BIS has pre-set options for Childhood Studies, Education Studies, and Professional Pilot Training – Fixed Wing (Aviation).

The original degree proposal for the Bachelor of General Studies, approved by the Ministry in 2002, identified the name of the degree as follows: "a credential that reads one of two ways: Bachelor of General Studies (General Option) or Bachelor of General Studies (Thematic Option)." The only reference to identifying the names of thematic options on transcripts is found in the proposal appendices, where it appears in the final section of the Calendar Copy, under "Additional requirements for the thematic option" and reads: "Students completing their approved thematic learning plans with a minimum GPA of 2.0 in the thematic courses and satisfying the BGS requirements will receive a Bachelor of General Studies degree with the thematic option identified." It's worth noting that this statement does not explicitly state that specific *names* of thematic options will be identified, and could simply be referring to the credential nomenclature from the proposal, Bachelor of General Studies (Thematic Option), as quoted above. Nonetheless, after consulting with the

University Secretariat, PDQA confirmed that a calendar copy statement included in an appendix to a degree program proposal does not provide a sufficient basis to authorize placing the name of a thematic option on a transcript.

The intent behind the notation on transcripts is to recognize the thematic learning completed by students in the BIS; however, the university also needs to distinguish clearly between a thematic option and a fully developed, officially approved program. Furthermore, the university needs to ensure that this aspect of the BIS isn't used to create new programs without going through the rigours of a full program development and approval process. Indeed, thematic options were used for this purpose in 2003 to implement a new program, the Police Studies option (now discontinued).

#### Guidelines

Notwithstanding the above, PDQA recognizes the value to students of having the names of thematic options appear on official transcripts. To achieve this, while at the same time ensuring that (a) the nature of the option is clearly understood by readers of official transcripts, and (b) the practice is not used as a way to bypass program development and approval, PDQA, in consultation with the Chair of Integrated Studies and the University Secretariat, proposes the following guidelines for consideration and approval by UEC:

1. UEC authorizes the naming of BIS thematic options on official transcripts under the following conditions:

- a. The notation for thematic options will appear on official transcripts as follows:

Credential Awarded: Bachelor of Integrated Studies [date conferred]

Concentration: [name of an approved concentration within the BIS (i.e. Education Studies)]

OR

Theme: [name of a student-designed theme (i.e. Intercultural Studies)]

We recommend using the term “theme” for individually designed student learning plans to distinguish clearly from the nomenclature used for fully developed and approved programs, which includes “option” and “concentration”; we further recommend that the BIS Program Committee create concentrations within the BIS degree for pre-set options that generate ongoing student interest (*cf.* item 1.e below.)

- b. A definition for “Theme” will be included in the Academic Calendar glossary, as follows:

Theme (Bachelor of Integrated Studies): a student-designed learning plan that integrates courses from different disciplines based on a theme chosen by the student.

- c. Themes cannot duplicate existing approved programs available at UFV.

- d. Advising guides for pre-set themes identified by the BIS Program Committee cannot include requirements or structure courses in ways that would normally constitute an approved program as defined in UFV policies (i.e. Credentials [\(64\)](#), Undergraduate Course and Program Approval [\(21\)](#), etc.; cf. item 2 below).
  - e. The BIS Program Committee should create concentrations within the BIS degree for pre-set themes that generate student interest on a continuing basis, provided the credits and requirements fall within the range of a minor (i.e. between 14 to 28 upper level credits). Concentrations of this size would need to be approved internally following the usual procedures for new program approval, but would not need external Ministry approval. A pre-set theme larger than this that generates significant continuous enrolments should be recommended to the relevant faculty for development as a degree program.
2. In support of item 1.d above, PDQA further recommends that the definition of “program” in UFV policies be revised to clarify the distinguishing features of a fully developed and approved program, as follows:

Program: a structured set of courses and associated requirements designed to deliver competencies and learning outcomes specific to a disciplinary or interdisciplinary field of study, and offered as an approved credential (e.g., a certificate, diploma, degree, etc.) or an approved option within a credential (e.g., a major, minor, concentration, etc.).

The Academic policies that would need to have the definition for “program” updated include:

- Academic Program Reviews [\(189\)](#)
- Credentials [\(64\)](#)
- Graduate Course and Program Approval [\(209\)](#)
- Posthumous Credentials [\(199\)](#)
- Program Discontinuance [\(222\)](#)
- Undergraduate Course and Program Approval [\(21\)](#)



**Memo for Course Changes**

To: UEC

From: Edward Lo, Acting Department Head, Computer Information Systems

Date: Dec. 20, 2018

**Subject: Proposal for revision of CIS 192 Introduction to Networking**

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:

CIS 192 is a required course in our Certificate, Diploma and Bachelor degree programs of CIS.

The pre-requisite hasn't been changed. We recommend the removal of CIS 193 and CIS 194 as the Antirequisite Courses since they have never been offered in the department. We also have no plan to offer them in the future.

The Curriculum Committee of CIS met and concluded that there is too much burden for CIS 192 students to attend a self directed lab separated from the lecture. Thus, we recommend the removal of the self-directed lab portion of the course. This is reflected in the removal of the note in the course description and the Typical Structure of Instructional Hours.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

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

~\$100

**CWC comment and response:**

- This appears to be a substantial change to the course. Can the rationale be expanded, or more details be provided? Does removal of the lab affect the quality of the course, or a student's ability to be successful?

*The change does not describe the removal of the lab. The course includes 15 hours of instructor led lab time. The removed lab time is only the self-directed portion. This best fits under "Outside-of-class time" as defined in policy 105, and is not normally included in official course outlines. The total hours of instruction in the modified course outline is better aligned with policy 105.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2002  
**REVISED COURSE IMPLEMENTATION DATE:** January 2020  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 05/18/2018

## 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> CIS 192                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Course Full Title:</b> Introduction to Networking<br><b>Course Short Title:</b><br><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> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Calendar Description:</b><br>Data network fundamentals including OSI reference model, TCP/IP protocol suite, design, physical topologies, media, infrastructure cabling standards, routers and switches. IP addressing designs are developed and implemented for small internetworks. Simple routing protocols are configured, analyzed, and tested.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CIS 190, or eight credits of CIS and/or COMP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CIS 191/CIS 195</b><br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i><br><b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i><br><b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit<br><b>Maximum enrolment (for information only):</b> 35<br><b>Expected Frequency of Course Offerings:</b><br>Every Fall and Winter <i>(Every semester, Fall only, annually, etc.)</i> |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar hours</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours (instructor led)</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lecture/seminar hours | 45 | Tutorials/workshops |  | Laboratory hours (instructor led) | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Laboratory hours (instructor led)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Department / Program Head or Director:</b> Edward Lo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> December 20, 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> September 27, 2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |    |                     |  |                                   |    |                                                              |  |                              |  |                      |  |                    |           |

**Learning Outcomes:**

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

- Identify common network equipment including switches and routers
- Recommend network topologies based on best industry practices
- Follow infrastructure cabling standards
- Explain LAN technology, architecture and protocol.
- Discuss the OSI reference model and its layers
- Describe TCP/IP applications, transport and network protocols.
- Identify the main topics of concerns in a modern office environment.
- Design different types of IPv4 and IPv6 addressing schemes
- Configure simple static routes and dynamic routing protocols
- Construct a small, complete, workable and tested LAN

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

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

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

Lectures and labs.

**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. Cisco Networking Academy | Introduction to Networks v6 Companion Guide    | <input checked="" type="checkbox"/> | Cisco Press | 2017 |
| 2. Cisco Networking Academy | Introduction to Networks v6 Labs & Study Guide | <input checked="" type="checkbox"/> | Cisco Press | 2017 |
| 3.                          |                                                |                                     |             |      |
| 4.                          |                                                |                                     |             |      |
| 5.                          |                                                |                                     |             |      |

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

Lab Book

**Typical Evaluation Methods and Weighting**

|                             |     |              |     |                   |   |                      |      |
|-----------------------------|-----|--------------|-----|-------------------|---|----------------------|------|
| Final exam (Lab + Written): | 40% | Assignments: | %   | Field experience: | % | Portfolio:           | %    |
| Midterm exam:               | 20% | Project:     | %   | Practicum:        | % | Class Participation: | 10%  |
| Quizzes/tests:              | 20% | Lab work:    | 10% | Shop work:        | % | Total:               | 100% |

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

The OSI Reference Model and the seven layers.  
 Data communications transmission methods  
 The concept of Encapsulation and de-encapsulation  
 Ethernet and Wifi LANs, and switches  
 IP addressing and address design including IPv4, IPv6, CIDR  
 Introduction to routing protocols and implementation  
 Topology and network addressing schemes  
 TCP/IP transport Protocols including TCP and UDP  
 TCP/IP application protocols including HTTP, FTP, Telnet and SMTP  
 TCP/IP network layer protocols including IP, ARP, ICMP  
 Routing protocols including static routing and dynamic routing with RIP

**Memo for Course Changes**

To: UEC

From: Edward Lo, Acting Department Head, Computer Information Systems

Date: December 10, 2018

**Subject: Proposal for revision of COMP 370 Software Engineering**

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: COMP 370 is required as a mandatory course for the Comp Sci major, but the current CIS 270 prerequisite is not a required course for the major so students are not able to take it without taking courses outside their program of study. Changing the prerequisite to an “or” allows BCIS and BSC Comp Sci students access to the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required by any program beyond CIS/CS.
5. Which program areas have been consulted about the change(s)? CIS Department, Science Advising.
6. What consideration has been given to indigenizing the curriculum? N/A
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: 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? Field Trips are not required for this course.
10. Estimate of the typical costs for this course, including textbooks and other materials: ~\$100

**CWC comments and responses:**

- Although CIS 270 will not be a required prerequisite for Computing Science minor students, the calendar description still specifically mentions CIS 270. Will students that do not take CIS 270 be disadvantaged?

*Re-worded reference to CIS 270 to emphasize that this is an addition to CIS 270 rather than a continuation of CIS 270. Regarding the question that CIS 270 students might be disadvantaged, we do not believe this will be the case. Students who have met the learning outcomes for COMP 251 as well as the entrance requirements for the B.Sc. with major in Computer Science are well prepared to tackle the topics in COMP 370.*

- The department should be aware that “CIS 270 or admission to the Computing Science major” is not currently something that can be coded in Banner (the option of a course or program admission). For clarity for students, perhaps the following would be acceptable?

**Prerequisites:** COMP 251 and CIS 270.

Note: Students admitted to a Computing Science minor or major may register with permission of the department. The CIS 270 prerequisite will be waived for these students.

*Use of the suggested re-wording of prerequisites*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2020  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2025  
 Course outline form version: 05/18/2018

## 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> COMP 370                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                               |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Software Engineering<br><b>Course Short Title:</b><br><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> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>A detailed and comprehensive study of object-oriented and classical software engineering techniques. This is an addition to the analysis and design work covered in CIS 270. Topics cover all aspects of the software life-cycle. Emphasis is placed on object-oriented techniques and the Unified Modeling Language (UML).<br><br>Note: Students with credit for CIS 370 cannot take this course for further credit.                                                              |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | COMP 251 and CIS 270.<br>Note: Students accepted to a Computing Science minor may register with permission of the department. The CIS 270 prerequisite will be waived for these students                                                                                                                                             |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CIS 370</b><br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s): <b>CIS 370</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                               |           | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                                                                        |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                             |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>23</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td>22</td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                | 23 | Tutorials/workshops |  | Supervised laboratory hours | 22 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 23        |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 22        |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Maximum enrolment (for information only):</b> 35<br><b>Expected Frequency of Course Offerings:</b><br>Once per year <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                            |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Edward Lo                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> December 20, 2018                                                                                                                                                                                                                                                                                              |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 15, 2019                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                                |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 27, 2019                                                                                                                                                                                                                                                                                           |    |                     |  |                             |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

## Learning Outcomes:

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

- Illustrate different software life-cycle models, activities occurring in each phase of software life-cycle, various testing techniques, methods of planning and estimating, and strategies of improving software reusability and portability.
- Draw up the requirements workflow.
- Perform structured system analysis workflow.
- Perform functional, class, and dynamic modeling workflow.
- Perform object-oriented design, data flow analysis and transaction analysis workflow.
- Apply UML in a team setting for the analysis and design of a small application.
- Apply the software process for the development of a small application.
- Perform unity, integration, product, and acceptance testing.
- Explain the importance and challenge of post-delivery maintenance.

## Prior Learning Assessment and Recognition (PLAR)

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

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)  
Lectures, labs, and assignments.

**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. Schach, S.R.            | Classical and Object-Oriented Software Engineering with UML and C++ | <input checked="" type="checkbox"/> | WCB/McGraw-Hill | 2010 |
| 2. Sommerville, I.         | Software Engineering                                                | <input checked="" type="checkbox"/> | Addison-Wesley  | 2015 |
| 3.                         |                                                                     | <input type="checkbox"/>            |                 |      |
| 4.                         |                                                                     | <input type="checkbox"/>            |                 |      |
| 5.                         |                                                                     | <input type="checkbox"/>            |                 |      |

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 35% | Assignments: | 20% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | 15% | Project:     | 30% | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Scope of software engineering

The software process

- Requirements
- Specification
- Object-oriented analysis
- Design
- Implementation
- Integration
- Maintenance
- Retirement
- Software life-cycle models
- Testing
- Review of objects
- Reusability, portability, interoperability
- Planning and estimating



**Memo for Course Changes**

To: Samantha Pattridge, CACC

From: Shelley Stefan – Visual Arts Department Head

Date: January 7, 2019

**Subject: Proposal for revision of AH 315**

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 changes reflect an approved update to the necessary pre-reqs for this course. This prerequisite will ensure that students either have some background in writing and research methods for Art History or have taken enough university-level courses to be prepared for the reading, writing, and critical thinking demands of the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? VAPC
6. What consideration has been given to indigenizing the curriculum? The VA department has several initiatives at work that aim to indigenize the academy, including the usage of indigenous content in its curricula and programs.
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? N/A
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$100+



ORIGINAL COURSE IMPLEMENTATION DATE: January 1995  
 REVISED COURSE IMPLEMENTATION DATE: January 2020  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2024  
 Course outline form version: 05/18/2018

## 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> AH 315                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Arts in Context: Contemporary                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Short Title:</b><br>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>After the end of WWII, Western cultures faced challenges and diversification as never before. This course considers the production, circulation, and reception of contemporary arts in their relation to social upheaval, political movements, emerging critical thought, and globalization.                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 3 credits of 100- or 200- level Art History, or 45 university-level credits.                                                                                                                                                                                                                                                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)                                                                                                           |           | <b>Special Topics</b> (Double-click on boxes to select.)<br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, topic will be recorded when offered.)                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.)<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                                             |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .)<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, fill in transfer credit form.) |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>40</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</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>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                              | 40 | Tutorials/workshops | 20 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>60</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40        |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20        |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected Frequency of Course Offerings:</b><br>Annually (Every semester, Fall only, annually, etc.)                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> January 2019                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 2019                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> January 2019                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> April 12, 2019                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> September 27, 2019                                                                                                                                                                                                                                                                                         |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

AH 315

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes:

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

- Articulate knowledge of the production, circulation, and reception of visual arts and culture since the end of WW II.
- Define and use specialized vocabulary to describe contemporary visual arts and culture.
- Demonstrate familiarity with the origins of some of the key historical and contemporary methodologies and theoretical trends in visual arts and culture.
- Describe, interpret, and analyze visual arts and culture in relation to its socio-political context.
- Engage critically in the research and analysis of visual contemporary arts communication.

## 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.)

The course will use a combination of lectures, seminars & presentations, discussions, exercises, readings and optional field trips.

**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. Brian Wallis (ed)       | Art After Modernism: Rethinking Representation                    | <input type="checkbox"/> | David Godine Pub    | 1992 |
| 2. David Hopkins           | After Modern Art: 1945-2017                                       | <input type="checkbox"/> | Oxford Press        | 2018 |
| 3. Hal Foster              | Art Since 1900: 1945 to Present, 3rd. ed                          | <input type="checkbox"/> | Thames & Hudson     | 2016 |
| 4. Hal Foster              | The Return of the Real. The Avant-Garde at the End of the Century | <input type="checkbox"/> | MIT                 | 1996 |
| 5. Francis Frascina        | Modernism in Dispute. Art since the Forties                       | <input type="checkbox"/> | Yale UP & Open Univ | 1993 |

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

None

## Typical Evaluation Methods and Weighting

|                 |      |                     |     |                   |   |                |      |
|-----------------|------|---------------------|-----|-------------------|---|----------------|------|
| Final exam:     | 20%  | Seminar/Assignment: | 25% | Field experience: | % | Portfolio:     | %    |
| Midterm exam:   | 20%  | Project:            | %   | Practicum:        | % | Participation: | 5%   |
| Quizzes/tests:  | %    | Lab work:           | %   | Shop work:        | % | Total:         | 100% |
| Research essay: | 30 % |                     |     |                   |   |                |      |

## Details (if necessary):

## Typical Course Content and Topics

### Weeks 1-3

- European émigrés in America – the impact of existentialism and the prospect of Modernist assumptions of universality in the arts
- European abstraction in the 1950s and 1960s and the return of the figurative
- The Sixties: growing cynicism toward cultural institutions and canons; Pop Art and Photorealism

### Weeks 4-7

- The impact of Clement Greenberg's theories of 'high art' vs. 'kitsch'; Minimalism and the investigation of materials
- The seventies and the politics of Postmodernism; greater visibility in Anglo-American cultural venues of politically marginalized groups

### Weeks 8-12

- Issues of representation and the body
- Inter-disciplinarity, Performance Art and New Media
- Appropriations and transgressions in the 1980s and 1990s
- Cultural identities and globalization 2002 – present day

**Memo for Course Changes**

To: FACE Curriculum Committee, UEC

From: Darlene Carson

Date: February 27, 2019

**Subject: Proposal for revision of Math 052****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 is due for review and to be transferred to the new official course outline form.

**3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):** n/a**4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** n/a**5. Which program areas have been consulted about the change(s)?**

UUP Math working group

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

The instructor will infuse Indigenous ways of knowing and world views into the course delivery.

7. If this course is not eligible for PLAR, explain why:  
If a student already has this level of mathematics skills, they would have done an assessment through the UUP department and would be placed in an appropriate class.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: No Change
  - b. Class size limit: No Change
  - c. Frequency of offering: No Change
  - d. Resources required (labs, equipment): No Change
9. Are field trips required for this course? No (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:  
There is no tuition. However, total ancillary fees are estimated to be \$31.00.  
The cost of the text book is \$100. Also, this book can be used for the next 5 levels of Intermediate and Fundamental Math courses up to Math 076.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** January 2020  
**COURSE TO BE REVIEWED** (six years after UEC approval): September 2025  
**Course outline form version:** 05/18/2018

## 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> MATH 052                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Fundamental Math I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Upgrading and University Preparation                                                                                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>The first of four fundamental math levels. Covers place value, estimation, operations on whole numbers, area and perimeter, and initial measurement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | UUP Department permission (assessment may be required).                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | None                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | None                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: MATH 051<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                     |           | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar hours</td> <td style="text-align: center;">45</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>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                   | 45 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected Frequency of Course Offerings:</b><br>Every Semester                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Greg St Hilaire                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> March 1, 2019                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> March 8, 2019                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Dr. Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> March 8, 2019                                                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 27, 2019                                                                                                                                                                                                                                                                                                                              |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

**MATH 052**

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

Page 2 of 2

**Learning Outcomes:**

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

1. Define key words and symbols such as digit, place value, operation, sum, difference, and factor.
2. Identify place value up to 1,000,000.
3. Read and write numbers up to 1,000,000.
4. Round numbers up to the nearest 1,000,000.
5. Add, subtract, multiply, and divide whole numbers.
6. Estimate answers to a variety of problems to the millions place value.
7. Use addition, subtraction, multiplication, and division when solving application problems.
8. Find perimeter and area of figures composed of rectangles and squares.
9. Use appropriate units in problem solving.

After completion of MATH 052, students will meet the outcomes as described in the Adult Literacy Fundamental Math Levels 1, 2, and 3 in the 2018 – 2019 Adult Basic Education Articulation Guide available at:

[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe\\_guide.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe_guide.pdf)

**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.*)

Methods may include mini-lessons, individual assistance, group activities, assignments, demonstrations, group problem solving, math labs, and computer assisted learning.

**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. W. Tagami/ L. Girard    | Adult Fundamental Literacy Math Books 1, 2, and 3 | <input checked="" type="checkbox"/> | Creative Commons      | 2018 |
| 2. Baratto and Bergman     | Prealgebra                                        | <input checked="" type="checkbox"/> | McGraw Hill Education | 2014 |
| 3.                         |                                                   | <input type="checkbox"/>            |                       |      |
| 4.                         |                                                   | <input type="checkbox"/>            |                       |      |
| 5.                         |                                                   | <input type="checkbox"/>            |                       |      |

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

None

**Typical Evaluation Methods and Weighting**

|                |     |              |   |                   |   |            |      |
|----------------|-----|--------------|---|-------------------|---|------------|------|
| Final exam:    | 40% | Assignments: | % | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | %   | Project:     | % | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | 60% | Lab work:    | % | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

6 quizzes and 1 final exam.

**Typical Course Content and Topics**

- Place value and estimation
- Operations on whole numbers
- Perimeter and area
- Measurement



**Memo for Course Changes**

To: FACE Curriculum Committee, UEC

From: Darlene Carson

Date: February 27, 2019

**Subject: Proposal for revision of Math 053**

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 is due for review and to be transferred to the new official course outline form.

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

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

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

UUP Math working group

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

The instructor will infuse Indigenous ways of knowing and world views into the course delivery.

7. If this course is not eligible for PLAR, explain why:  
If a student already has this level of mathematics skills, they would have done an assessment through the UUP department and would be placed in an appropriate class.
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: No Change
  - b. Class size limit: No Change
  - c. Frequency of offering: No Changes
  - d. Resources required (labs, equipment): No Change
9. Are field trips required for this course? No (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:  
There is no tuition for this course. However, total ancillary fees are estimated to be \$31.00.  
Basic scientific calculator, under \$20.00.  
The cost of the text book is \$100. Also, this book can be used for the next levels of Intermediate and Fundamental Math courses up to Math 076.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE: January 2020  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2025  
 Course outline form version: 05/18/2018

## 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> MATH 053                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 1.5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                        |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Fundamental Math II                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Upgrading and University Preparation                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>The second of four fundamental math levels. Introduces operations on fractions and decimals, and covers estimation, measurement, and problem solving.                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | UUP Department permission (assessment may be required).                                                                                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: MATH 051<br>Cross-listed with:<br>Dual-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                  |           | <b>Special Topics</b> <i>(Double-click on boxes to select.)</i><br>This course is offered with different topics:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Independent Study</b><br>If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i><br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b><br>Transfer credit already exists: <i>(See <a href="#">bctransferguide.ca.</a>)</i><br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>45</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>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops |  | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>45</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 45        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Maximum enrolment (for information only):</b> 24<br><b>Expected Frequency of Course Offerings:</b><br>Every semester                                                                                                                                                                                                                         |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Greg St Hilaire                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 1, 2019                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> March 8, 2019                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Dr. Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 8, 2019                                                                                                                                                                                                                                                                                                             |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> June 21, 2019                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> September 27, 2019                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

**Learning Outcomes:**

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

**Common Fractions**

1. Define key words such as product, reciprocal, prime and composite.
2. Perform prime factorization of a number.
3. Find the greatest common factor and the least common multiple of a group of numbers.
4. Identify proper and improper fractions, mixed numbers, and equivalent fractions.
5. Simplify common fractions.
6. Write equivalent fractions.
7. Multiply and divide common fractions.
8. Estimate answers to a variety of multiply/divide common fraction problems.

**Decimal Fractions**

1. Read and write decimal fractions to the ten-thousandths place value.
2. Compare decimal fraction values.
3. Round whole numbers and decimal fractions to any given place value.
4. Add, subtract, multiply and divide decimal numbers.
5. Relate common fractions to decimal numbers.
6. Convert between common fractions and decimal fractions.
7. Solve word problems involving decimal fractions, common fractions, or mixed numbers.
8. Estimate answers to a variety of decimal fraction problems.

After completion of MATH 053, students will meet the outcomes as described in the Adult Literacy Fundamental Math Levels 4 and 5 in the 2018 – 2019 Adult Basic Education Articulation Guide available at:

[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe\\_guide.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe_guide.pdf)

**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.*)

Methods may include mini-lessons, individual assistance, group activities, assignments, demonstrations, group problem solving, math labs, and computer assisted learning.

**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. W. Tagami/L. Girard     | Adult Fundamental Literacy Math Books 4 and 5 | <input checked="" type="checkbox"/> | Creative Commons      | 2018 |
| 2. Baratto and Bergman     | Prealgebra                                    | <input checked="" type="checkbox"/> | McGraw Hill Education | 2014 |
| 3.                         |                                               | <input type="checkbox"/>            |                       |      |
| 4.                         |                                               | <input type="checkbox"/>            |                       |      |
| 5.                         |                                               | <input type="checkbox"/>            |                       |      |

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

Basic scientific calculator

**Typical Evaluation Methods and Weighting**

|                |     |              |   |                   |   |            |      |
|----------------|-----|--------------|---|-------------------|---|------------|------|
| Final exam:    | 40% | Assignments: | % | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | %   | Project:     | % | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | 60% | Lab work:    | % | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

3 quizzes and 1 final exam.

**Typical Course Content and Topics**

- Introduction to prime factors and prime factorization
- Fractional operations
- Decimal operations



## MEMO

**To:** Undergraduate Education Committee  
**From:** Bruce Kirkley, Associate Director, Program Development and Quality Assurance  
**CC:** James Mandigo, Provost & VP Academic; Peter Geller, Vice-Provost & AVP Academic  
**Date:** September 11, 2019  
**Re:** Proposal to revise the process and procedures for new program development

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The Program Development and Quality Assurance office would like to propose revisions to UFV's process and procedures for the development and approval of new undergraduate degree programs in order to: (a) more effectively realize the benefits of UFV's exempt status up to the baccalaureate level, and (b) more effectively integrate the Stage 1 approval process introduced by the Ministry of Advanced Education (MAE) in 2015.

Institutions with exempt status follow a distinct set of guidelines and procedures for submitting new undergraduate degree program proposals to the Ministry. In brief, the process involves two stages:

1. Demonstration of meeting Stage 1 standards for post-secondary system needs.
2. Demonstration of meeting Stage 2 standards for degree quality.

As an institution with exempt status, the Ministry recognizes that UFV has the quality assurance processes in place to ensure degree quality standards up to the baccalaureate level. Hence, the Degree Quality Assessment Board (DQAB) does not review Stage 2 program proposals, but rather makes recommendations for approval based on meeting Stage 1 requirements. The Minister reserves the right to refer proposals to the DQAB for a full Stage 2 review if deemed necessary, but otherwise Ministry approval hinges on addressing the Stage 1 standards and criteria successfully.

Current practice in UFV's program development process is for program working groups (PWG) to complete the Stage 2 full program proposal (FPP) first, and then put it through committees for approval. The Stage 1 is completed late in the process (usually sometime after UEC approval), and is drafted by the PDQA office in consultation with the PWG, drawing on material from relevant areas of the FPP, budget analysis, and appendices.

However, an overview of the four main standards used for the Stage 1 assessment demonstrates their relevance to program development from the outset:

1. Institutional Mandate / Capacity: The institution must establish that it has the mandate and capacity to offer the proposed degree program.
2. Social and Economic Benefit: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.

3. System Coordination / Program Duplication: The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.
4. Student Demand and Outcomes: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.

Given the importance of the Stage 1 for Ministry approval of new degree proposals, PDQA recommends that UFV's program development process be updated to: (a) integrate Stage 1 research and consultation in the early stages of program development, and (b) seek Ministry approval of the Stage 1 prior to, or concurrent with, Stage 2 development and approval.

To update the program development process, PDQA proposes the following:

1. Align the concept paper requirements and template with the Stage 1 criteria to allow a more seamless transition from concept paper to Stage 1 development.
2. Address Stage 1 criteria as the first step in the development of a degree program proposal.
3. Seek Ministry approval of the Stage 1 prior to, or concurrent with, Stage 2 development and approval.
4. Revise UFV's internal approval process to align more efficiently with the two-stage process established by the Ministry.

Undertaking Stage 1 research and consultation from the outset will facilitate the ability of the PWG to integrate the information gathered into the design of program learning outcomes, curriculum and content (see graphic on the following page). This work should begin with the development of the concept paper, and a revised Concept Paper template designed for this purpose is attached. For reference, the MAE Stage 1 template and guidelines are also attached.

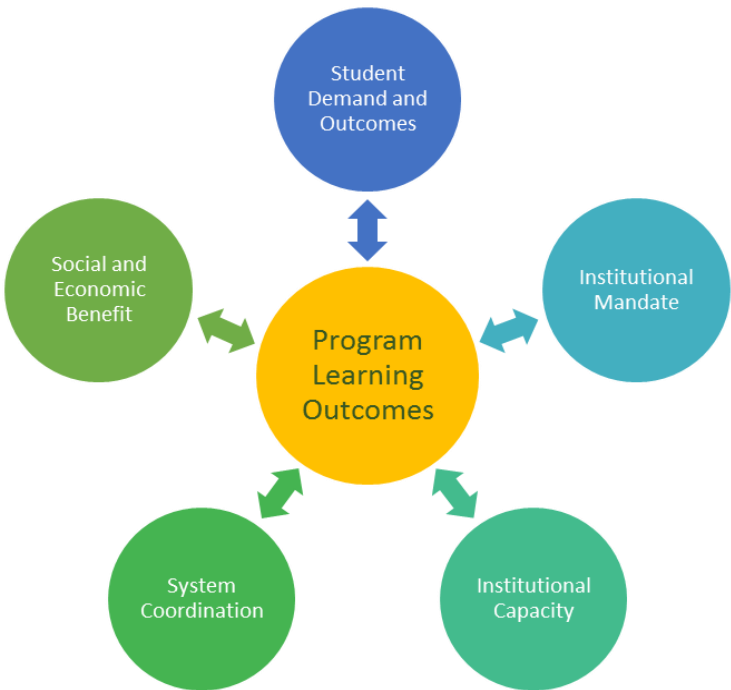
Seeking Ministry approval of the Stage 1 at an earlier stage in the approval process will provide greater assurance and confidence as program development moves forward, and will more clearly delineate UFV's exempt status in assuring degree quality at the Stage 2 level. Furthermore, if the Stage 1 for a proposal is not approved by the Ministry, a decision can be made on whether to rethink the program to address Stage 1 criteria more effectively, or to discontinue the process prior to devoting more time and resources in further development and committee review.

Flowcharts on the pages below show the current process for the approval of new undergraduate degree program proposals, followed by a proposed updated process designed to incorporate Stage 1 criteria more effectively and make UFV's internal process more efficient. Revisions to the Procedures for Undergraduate Program and Course Approval outlining the proposed new process are also attached.

In terms of approvals, the Undergraduate Course and Program Approval policy (21) states that the procedures for "new program proposals (including concept papers)" are "developed, maintained, and communicated" by "UEC, in consultation with the Office of the Vice-Provost" and that "Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of

the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.”

Stage 1 Research and Program Learning Outcomes



| Student Demand and Outcomes                                                                                                                                         | Institutional Mandate                                                                                                                        | Institutional Capacity                                                                                                                                                                 | System Coordination                                                                                                                                  | Social and Economic Benefit                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>•Student surveys</li><li>•Enrolment data</li><li>•Transfer</li><li>•Further study</li><li>•Employment opportunities</li></ul> | <ul style="list-style-type: none"><li>•Strategic Goals</li><li>•Education Plan</li><li>•Indigenization</li><li>•SEM</li><li>•ILO's</li></ul> | <ul style="list-style-type: none"><li>•Faculty expertise and numbers</li><li>•Library resources</li><li>•Staff support</li><li>•Facilities</li><li>•Technology and equipment</li></ul> | <ul style="list-style-type: none"><li>•Comparable programs</li><li>•Consultation</li><li>•Rationale for duplication</li><li>•Collaboration</li></ul> | <ul style="list-style-type: none"><li>•Priority of focus</li><li>•Social benefit</li><li>•Economic benefit</li><li>•Labour market outlook / need</li><li>•Credential level</li></ul> |

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**Concept Paper Guidelines and Template for New Degree Programs**

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Revised Draft 06

*The concept paper serves as an indication of a program working group's (PWG) initial thinking on key issues related to the development of a proposed program. This template should be used for all new degree programs, (e.g., Bachelor of Media Arts, Major in Computing Science).*

*Please consult the Program Development and Quality Assurance office [website](#) for additional information and resources.*

**Maximum Length:** five to eight pages (plus appendices, if required).

**Summary Description of Program**

- A. Credential to be awarded
- B. Number of credits
- C. Program length (in years or semesters)<sup>1</sup>
- D. Projected start date
- E. Administrative responsibility
  - a. Name the faculty or college that will have administrative responsibility for the program.<sup>2</sup>
- F. Program summary:
  - a. Brief statement describing program goals and how they will provide social and/or economic benefit for students, and for the people of British Columbia;
  - b. Program learning outcomes;<sup>3</sup>
  - c. Brief description of proposed curriculum and/or program concentrations.

**Student Demand and Outcomes**

- A. Benefit to Students
  - 1. Explain how the program learning outcomes will support students in meeting UFV's institutional learning outcomes.
  - 2. Briefly identify the anticipated employment, professional and/or educational goals available for graduates of the program.
  - 3. Explain how the outcomes provide the skills, knowledge, and attributes graduates will need to pursue their employment, professional and/or educational goals.
- B. Student Demand
  - 1. Identify the students the program will most likely attract, and indicate where the target students will most likely come from.
  - 2. Provide an estimate of the annual program enrolments needed to sustain the program.



3. Outline a plan for gathering reliable evidence to demonstrate student demand.

#### Institutional Mandate / Capacity

- A. Institutional Mandate and Strategic Priorities
  1. Provide a brief explanation of how the proposed program will support UFV's mandate to serve the post-secondary educational needs of the Fraser Valley region.
  2. Identify how the proposed program will support UFV's current academic and strategic plans.
    - a. Consult UFV's key planning documents ([Strategic Directions](#), the [Education Plan, 2016-2020 and Goals](#), and the [Strategic Enrolment Management Plan 2014-2019](#)) and explain which institutional priorities the program will support.
- B. Institutional Capacity
  1. Faculty Capacity
    - a. Identify the full-time and part-time permanent faculty members who will be responsible for delivering the new program, and briefly outline their qualifications for offering the proposed program.
    - b. Identify any gaps in the faculty expertise or numbers that will need to be filled to offer the proposed program, and indicate how the program area intends to address the gaps.
  2. Administration
    - a. Identify the administrative support the program will require to function effectively and efficiently (e.g. staff and/or technical support, program director/chair, etc.).
    - b. Briefly outline any new resources that may be required to administer the program.
  3. Physical Space and Equipment
    - a. Identify the space and equipment requirements for the proposed program. Outline any needs for additional physical space (e.g. classrooms, studios, laboratories, offices, etc.); reconfiguration of existing space; and/or acquisition of new equipment or technologies (e.g. computers, software, specialized tools or instruments, etc.).

#### Social and Economic Benefit

- A. Program Focus
  1. Identify whether the new program will focus primarily on meeting social benefits or economic benefits.
- B. Social Benefit
  1. Briefly describe the potential social, cultural, regional, community, environmental, institutional and/or intellectual benefits of the proposed program.
- C. Economic Benefit
  1. Briefly describe the direct and/or indirect economic or industrial benefits of the proposed program to the student, the community, region or province.
  2. Briefly identify the provincial labour market needs the proposed program will meet. List applicable NOC codes, and identify the minimal level of credential required to gain employment in the occupations most relevant to the program.

3. Briefly outline the plan for consultation with relevant industry or community groups, potential employers, and/or professional bodies.

#### System Coordination

- A. Internal Context
  1. Describe how the proposed program builds on and/or complements existing UFV programs, or provide a brief rationale for establishing a completely new program.
- B. System Context
  1. Briefly indicate what differentiates the proposed program from all other related programs in the province, or provide a brief rationale explaining why UFV should establish a new program similar to others currently available in the province (particularly in the Lower Mainland/Southwest region).
- C. Consultation
  1. Briefly outline the plan for consultation both internally, with areas relevant to the proposed program, and externally, with other institutions in the province that offer similar or related programs.
  2. Indicate if opportunities for collaboration and/or sharing of resources exist, whether internally with other programs at UFV, or externally with other institutions or organizations.

#### Program Working Group<sup>4</sup>

1. List the members of the PWG and the reasons for their selection.
2. Include brief biographies and CVs for PWG members in an appendix.

#### Timetable for Development, Review/Approval, and Implementation

- A. Provide timelines for development, review/approval, and implementation of the program.

*By requesting approval of a concept paper, you are notifying the institution of your commitment to develop the proposed program, and to do so in a timely fashion in order to allow for budget and enrolment planning. The Program Development and Quality Assurance office will work with the dean and the program working group to set a realistic date when the program will be launched. This will include a reasonable timetable for development of the full program proposal, internal and external review and approval, and implementation. The latter should take into account, for instance, inclusion in the Academic Calendar after approval, timetabling of courses needed for the program, advertising and marketing, and recruitment cycle for International students (October to May).*

*Significant delays in meeting key landmarks (for instance, entering the review and approval stage of the process) could lead to being asked to submit a revised timetable or withdraw the program from the planning process. The annual Program Report and Plan will include status reports on programs in development.*

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<sup>1</sup> All programs are expected to be structured to ensure timely completion by students (e.g., 4 years for a 120-credit degree program, or 2 years for a 60-credit diploma program). Completion time needs to be indicated only if it is a defining feature of the proposed program, for instance:

- for a program primarily aimed at international students, a minimum length of time might be advisable to facilitate immigration;
- some programs may be conceived to be delivered exclusively, or primarily, in an accelerated format;
- programs that build on an earlier credential, in a laddering model, would have a shorter completion time than suggested by the number of credits (“two semesters, post-certificate”).

<sup>2</sup> In the case that a program draws resources from more than one Faculty/College beyond the provision of service courses, the Deans involved will decide who will assume administrative responsibility for the program and whether administrative responsibility will be shared by more than one Faculty/College. The Faculty/College and Dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

<sup>3</sup> Even though the learning outcomes presented in the concept paper are likely to be refined as the curriculum structure and content take shape, they should inform the design of a program at the outset. Given the employment, professional, educational goals to be met by the program, what skills, knowledge, and attributes will graduates of this program possess upon completion of the program? (Phrase your program outcomes as “Upon completion of this program, graduates will be able to: ...”).

<sup>4</sup> The PWG should consist of a minimum of three faculty members with teaching and/or research expertise in the subject area. Normally, PWG members should be permanent UFV faculty members. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching and/or research expertise in the subject area or a related area should be included. Note that only approved PWGs can develop and present Concept Papers for approval.

DRAFT

### Stage 1 Review for New Degree Proposals

The Stage 1 Review is to determine the need for the program and how it fits with other programs currently offered by the BC public post-secondary education system. It applies to BC publicly funded post-secondary institutions as a means to ensure public resources are spent effectively.

Submission format:

- To facilitate the Stage 1 Review, institutions must complete this template to ensure that all necessary information is provided for the DQAB review.
- Supporting letters, surveys and other documentary evidence should be included as an appendix.
- Use “n/a” or “non-applicable” for a criterion that does not apply and add a brief rationale.
- The submission is expected to be concise and should not exceed 12 pages or 4,000 words, excluding appendices.
- Attached to the template are the submission guidelines for each standard. The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

INSTITUTION:

PSIPS PROPOSAL #:

PROPOSED DEGREE:

**Stage 1 Review for New Degree Proposals**

**Summary Description of Degree Program: (1 page maximum)**

**Stage 1 Review for New Degree Proposals**

**INSTITUTIONAL MANDATE / CAPACITY**

**STANDARD:** *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

| CRITERIA:                                                                                                                                                                                                                                      | COMMENTS: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>A. Mandate</b>                                                                                                                                                                                                                              |           |
| How does the proposed program fit within the mandate of the institution?                                                                                                                                                                       | •         |
| How does the proposed program support the current academic and strategic plan of the institution?                                                                                                                                              | •         |
| For applied degrees offered under the <i>College and Institute Act</i> : <ul style="list-style-type: none"> <li>Does the proposal lead to a specific occupation?</li> <li>Does the proposal provide a diploma exit, if appropriate?</li> </ul> | •         |
| <b>B. Capacity</b>                                                                                                                                                                                                                             |           |
| To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?                                                                                         | •         |
| To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?                                                                                                             | •         |

**SOCIAL AND ECONOMIC BENEFIT**

**STANDARD:** *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

| CRITERIA:                                                                                                                                 | COMMENTS: |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>A. Priority of Program Focus</b>                                                                                                       |           |
| Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?                                                       | •         |
| <b>B. Social Benefit</b>                                                                                                                  |           |
| What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide? | •         |

### Stage 1 Review for New Degree Proposals

|                                                                                                                                                                         |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| How would the proposed program advance social goods or government priorities?                                                                                           | • |
| <b>C. Economic Benefit</b>                                                                                                                                              |   |
| What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?                          | • |
| How would the proposed program support economic growth and/or government economic priorities?                                                                           | • |
| What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.) | • |
| Do potential employers require a degree for graduates to gain employment in the field?                                                                                  | • |
| If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?                           | • |
| <b>D. Consultation</b>                                                                                                                                                  |   |
| What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?                               | • |
| If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?                            | • |

### SYSTEM COORDINATION / PROGRAM DUPLICATION

**STANDARD:** *The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

|                                                                                                                                                                                               |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| CRITERIA:                                                                                                                                                                                     | COMMENTS: |
| <b>A. System Context</b>                                                                                                                                                                      |           |
| What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs. | •         |

### Stage 1 Review for New Degree Proposals

**B. Consultation**

To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?

•

**C. Rationale for Duplication**

If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?

•

**D. Collaboration**

To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?

•

### STUDENT DEMAND AND OUTCOMES

**STANDARD:** *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

CRITERIA:

COMMENTS:

**A. Student Demand**

How robust is the demonstrated potential student demand to sustain the proposed program?

•

**B. Benefit to Students**

To what extent will students be able to transfer to and from other post-secondary institutions in the province?

•

What opportunities are available to program graduates for further study in the field or in professional fields?

•

What added value will the proposed program offer graduates in terms of employment opportunities?

•



## Stage 1 Review for New Degree Proposals

### Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

### SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

### INSTITUTIONAL MANDATE / CAPACITY

**STANDARD:** *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

#### Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

### SOCIAL AND ECONOMIC BENEFIT

**STANDARD:** *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

#### Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
  - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

## Stage 1 Review for New Degree Proposals

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

### SYSTEM COORDINATION / PROGRAM DUPLICATION

**STANDARD:** *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

#### **Submission Guidelines**

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

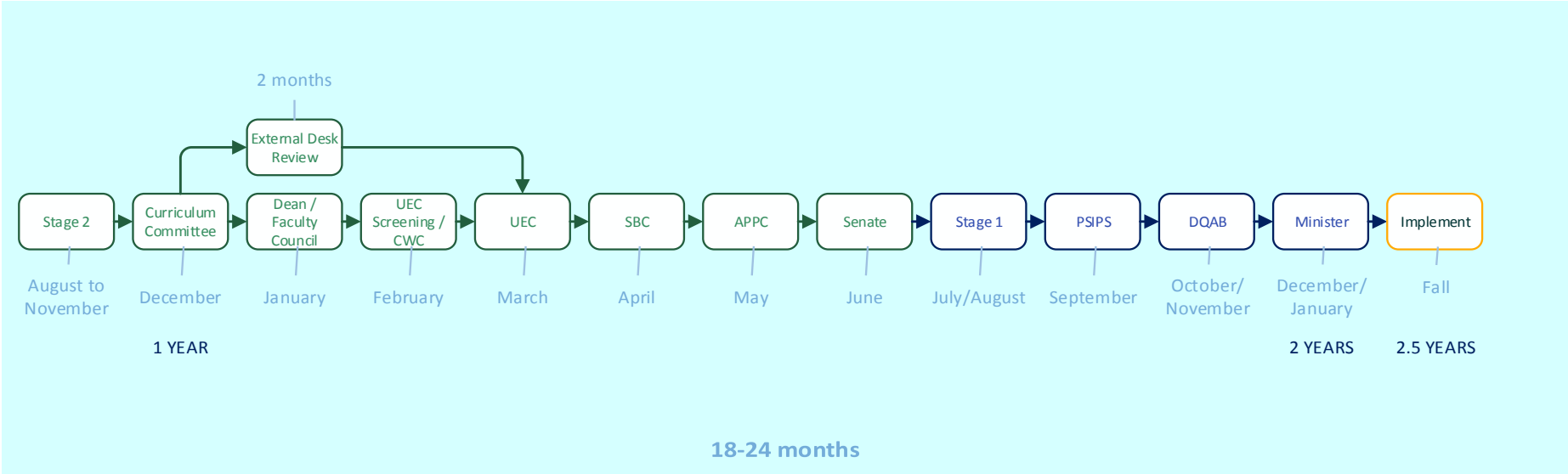
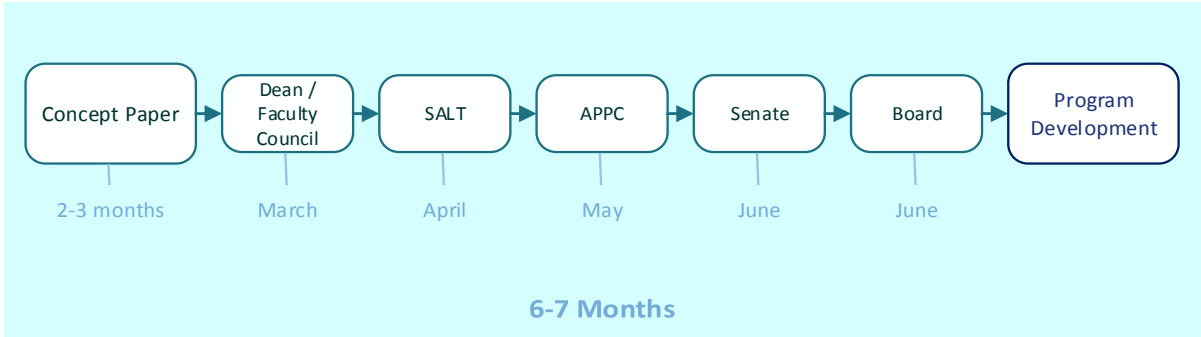
### STUDENT DEMAND AND OUTCOMES

**STANDARD:** *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

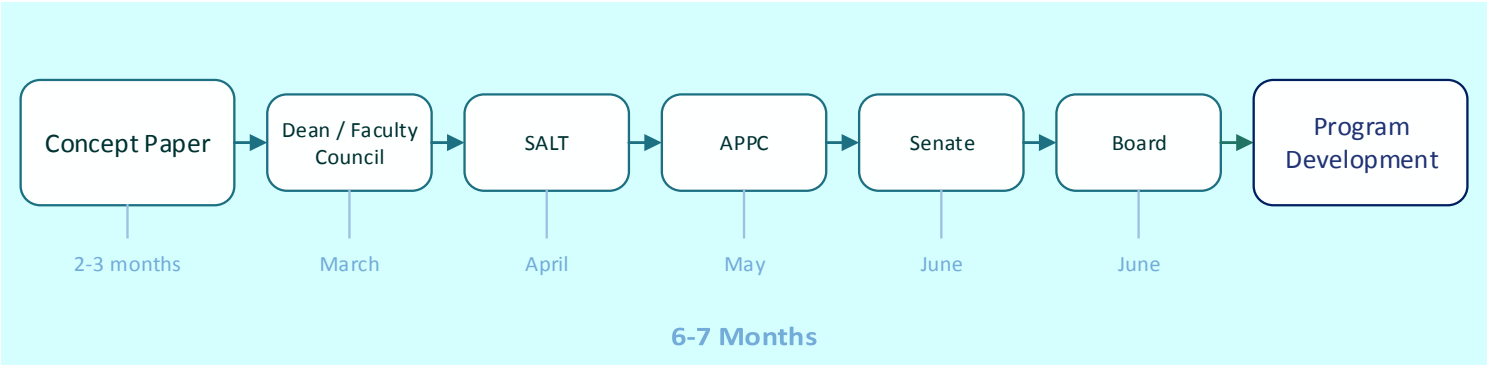
#### **Submission Guidelines**

- Provide evidence of student demand for the program, such as:
  - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
  - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
  - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

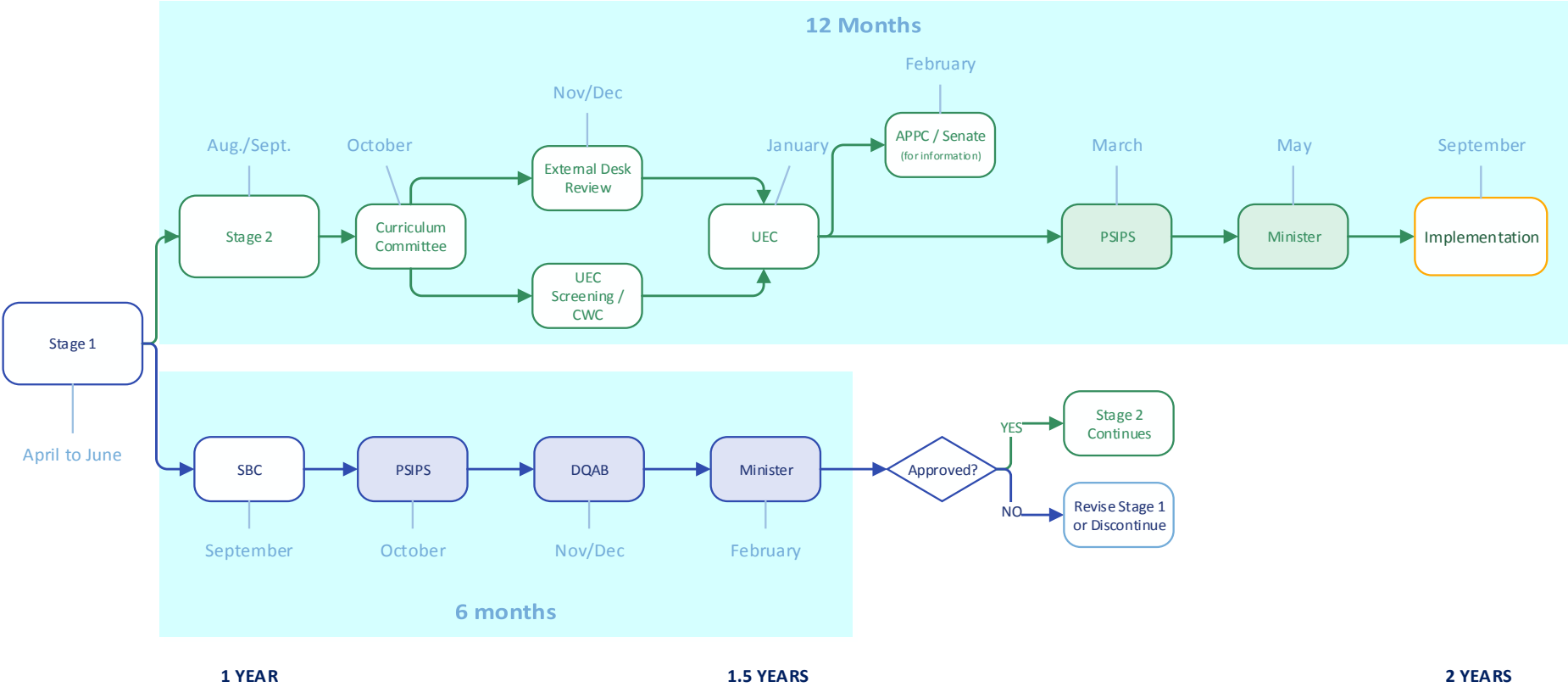
Current Program Development & Approval Timeline – Undergraduate Degree Programs



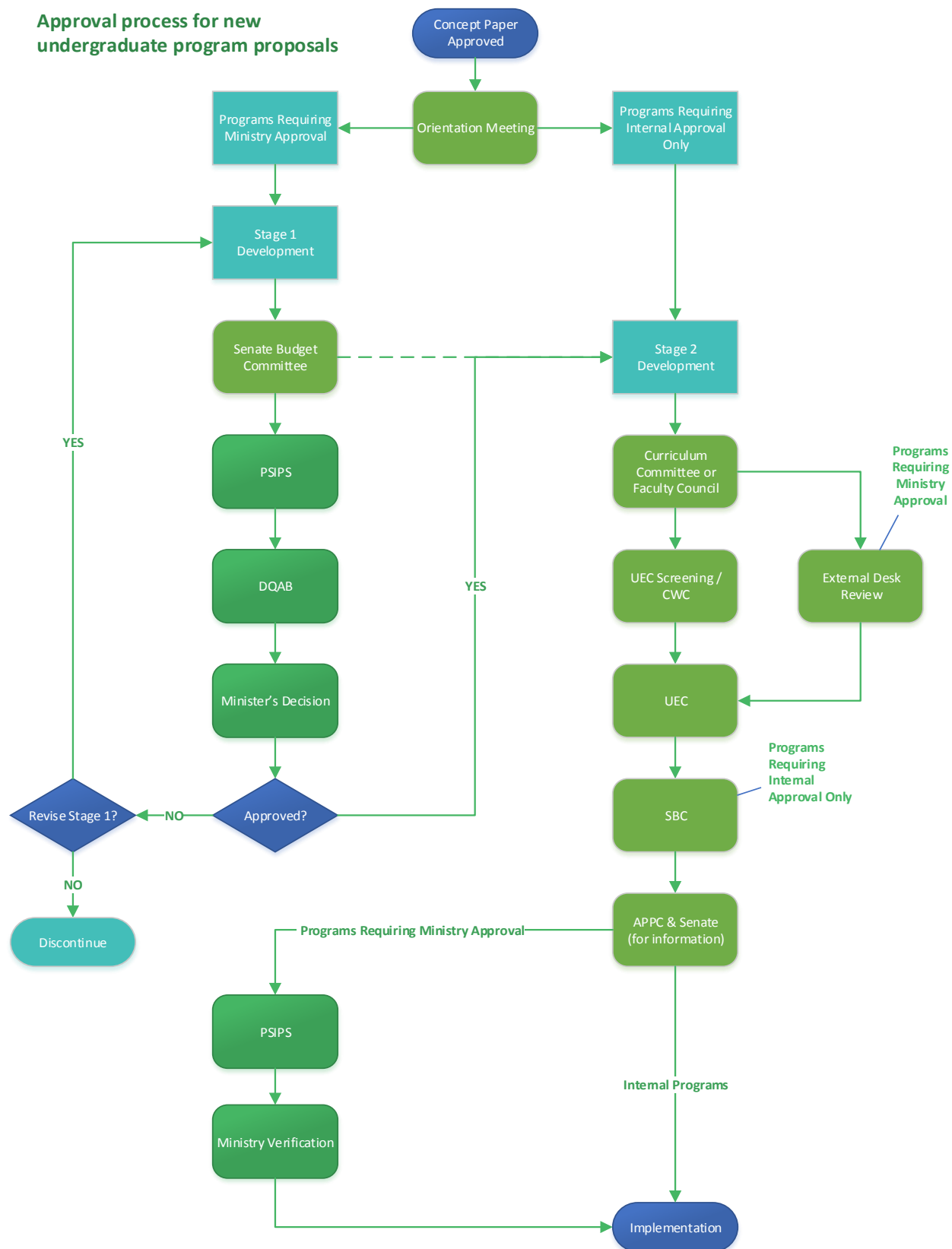
Revised Program Development and Approval Process – Undergraduate Degree Programs  
Concept Paper Approval



Revised Program Development and Approval Process – Undergraduate Degree Programs  
Stage 1 & 2 Approval



**Approval process for new undergraduate program proposals**



# **Procedures**

## **for Undergraduate Program and Course Approval**

Appendix to Policy 21

Last revised: October 2018

**ufv.ca**



## Introduction

UFV's Undergraduate Course and Program Approval policy (21) grants the Undergraduate Education Committee (UEC) the authority to develop procedures for the approval of new and revised courses and programs.

All new and revised courses and programs will follow a specific approval process. This process include a series of structured consultations and approvals that give the UFV community an opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's strategic plan, mandate, and institutional learning outcomes.

This document outlines the procedures in effect as of **June 2016**. The policy can be found at [www.ufv.ca/policies](http://www.ufv.ca/policies).

## Submission guidelines

Items submitted to faculty council and subsequent committees should be formatted appropriately, and should include all relevant documents.

Course proposals should include an updated course outline on the current course outline form, and a memo created with the official Memo Template. Both forms can be found on the UEC websites, at [www.ufv.ca/senate/uec/uec-resources](http://www.ufv.ca/senate/uec/uec-resources). A Word version of the current official course outline should be requested from the UEC Assistant, and whenever possible, Word's track changes feature should be used to highlight any revisions being made to the course outlines. The UEC Assistant can provide assistance with this feature. (Requests to discontinue a course do not need to be accompanied by a course outline.)

Program proposals should include all relevant attachments (rationale memo, budget information, etc.). Program changes should be accompanied by calendar copy with changes tracked.

## Additional resources

Forms, templates, and other resources for the development of new programs can be found on the Program Development [and Quality Assurance Office-office \(PDQPDQA\)](#) website, [www.ufv.ca/pdo](http://www.ufv.ca/pdo).

Resources for new courses, revisions to existing courses, major and minor changes to existing programs, and general information on the approval process can be found on the UEC website, [www.ufv.ca/senate/uec](http://www.ufv.ca/senate/uec).

The UEC Assistant and the Program Development [and Quality Assurance Office-office](#) can also be contacted directly with any questions.



## Terms and definitions

**Academic unit:** Includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

**Academic Planning and Priorities Committee (APPC):** Senate standing committee responsible for advising Senate on the mission, goals, objectives, strategies, and priorities of the university (see APPC Terms of Reference).

**Campus-Wide Consultation (CWC):** An opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback about the course or program submission. Developers must respond to all comments submitted and include this response with the submission to UEC.

**Lower-level course:** First- or second-year course, generally numbered in the 100s and 200s.

**Major course change:** A change to a course that affects the nature or focus of a course, options for students, or budget. A more detailed breakdown of major course changes is available on page 9.

**Major program change:** A modification to a program that affects the nature or focus of the program, options for students, or budget. A more detailed breakdown of major program changes is available on page 10.

**Minor course change:** A change to a course that has no effect on the nature or focus of a course, options for students, or budget. A more detailed breakdown of minor course changes is available on page 9.

**Minor program change:** Any change which is not major, as described above. A more detailed breakdown of minor program changes is available on page 10.

**Official course outline:** Legal document used for calendar copy, articulation, and official documentation purposes. The official course outline is used as a guideline for the syllabus that instructors develop and provide to students.

**Program:** A structured set of courses and associated requirements designed to deliver learning outcomes specific to a disciplinary or interdisciplinary field of study, and offered as an approved credential (e.g., a certificate, diploma, degree, etc.) or an approved option within a credential (e.g., a major, minor, honours, concentration, specialization, etc.) ~~Collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.~~

**Program budget analysis:** Summary of the budget implications of a proposed new program or revisions to an existing program. This should be attached to all new and revised program proposals when submitted to Senate and its standing committees.

**Program Committee:** Approved by dean(s) to oversee the implementation and administration of a program and its courses.

**Program concept paper:** Brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

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

**Program proposal:** Detailed description and rationale for a new program prepared on a standard template provided by the Program Development and Quality Assurance Office.

**Program Report and Plan:** Submitted annually to the Board, includes Concept Papers recommended by Senate for approval.

**Program Working Group (PWG):** Group formed by the dean(s) to proceed in the development of a new program.

**Senate Budget Committee (SBC):** Senate standing committee responsible for advising Senate on the university's annual budget, budgetary policies, guidelines, processes, and models (see SBC Terms of Reference).

**Undergraduate Education Committee (UEC):** Senate standing committee responsible for advising Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students (see UEC Terms of Reference).

**Undergraduate Education Committee (UEC) Screening Subcommittee:** UEC standing subcommittee responsible for reviewing all course and program proposals for clarity, completeness, and consistency with current academic policies and practices.

**Upper-level course:** Third- or fourth-year course, generally numbered in the 300s and 400s.

## Timelines

### Calendar deadlines

The academic calendar ([ufv.ca/calendar](http://ufv.ca/calendar)) is the official source for all approved courses and programs. All changes and new courses and programs should be published in the calendar prior to implementation. A new calendar comes into effect in April (Fall calendar) and October (Winter/Summer calendar) of each year. The draft calendar is updated regularly and is available through a link on the calendar home page. Changes should be submitted as far in advance as possible to avoid missing the calendar deadlines.

**Major program changes** must be approved by the January UEC meeting to be included in the Fall calendar, or by the June UEC meeting to be included in the Winter/Summer calendar. (Subsequent approval by Senate, and in some cases by SBC, is also required).

**Minor program changes and major and minor course changes** must be approved by UEC's February meeting to be included in the Fall calendar, or by the September meeting to be included in the Winter/Summer calendar.

### Minimum timelines

Due to the need for quality assurance, the following are the approximate **minimum** lengths of time that the approval processes take from recommendation by faculty/college council to final approval.

#### Courses

- New course: 4-5 months
- Major changes: 4-5 months
- Minor changes: 2-3 months

**Note:** Changes to prerequisites that are more restrictive require 6 months' notice in the academic calendar (see [policy 84](#)).

#### Programs

- New program (including concept paper)\*: approximately two academic years, following the optimal timeline:
  - Year 1, September-February: development of concept paper
  - Year 1, March-June: review and approval of concept paper
  - Year 2, September-December: development of full program proposal
  - Year 2, January-June: internal review and approval of full program proposal
  - External review and approval: 2-3 months for certificates and diplomas; depending on Ministry timelines for degrees.
- Major changes: 7-8 months
- Minor changes: 4-5 months

\* Does not apply to programs approved under the expedited approval process.

**Note:** Changes that make entrance requirements more restrictive must be published in the academic calendar at least 12 months prior to the start of the semester, unless they are necessary to maintain the program's accreditation (see [policy 80](#)).

## Course Approval Processes

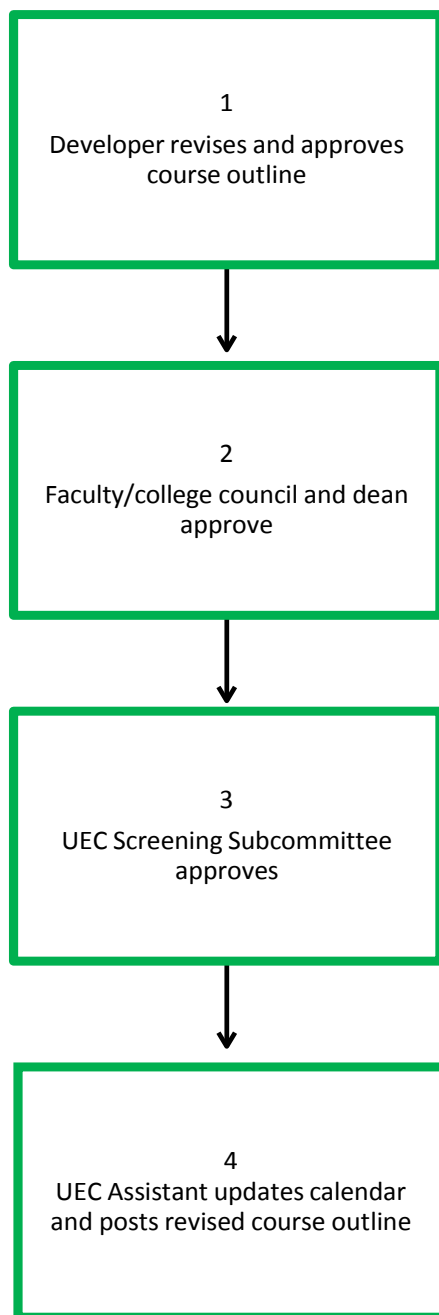
The course approval process differs for new courses, major course changes, and minor course changes. The following outlines the steps in each of the course approval processes. Each process correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing course can be found on page 9.

### Minor course changes (minimum 2-3 months)

1. **Course outline revisions:** The department/school or program committee, hereafter referred to as the developer, requests a Word version of the current course outline from the UEC Assistant. The developer revises and approves the course outline, including transfer to a new course outline form if necessary. The developer also prepares a memo outlining the rationale and any financial implications of the course changes using the Memo Template found on the UEC website.
2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations.  
  
**Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.
3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which confirms that the changes are minor and approves the course changes for publication. If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.

**Approval process for minor course changes**



### **New courses and major course changes (minimum 4-5 months)**

1. **Development of course outline:** The department/school or program committee, hereafter referred to as the developer, develops and approves the course outline. If revisions are being made to an existing course, the developer requests a Word version of the current course outline from the UEC Assistant. The developer also prepares a memo outlining the rationale and any financial implications of the new course using the Memo Template that will be found on the UEC website.

Dean(s) determine if there are significant budgetary implications with the proposed course.

2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations.

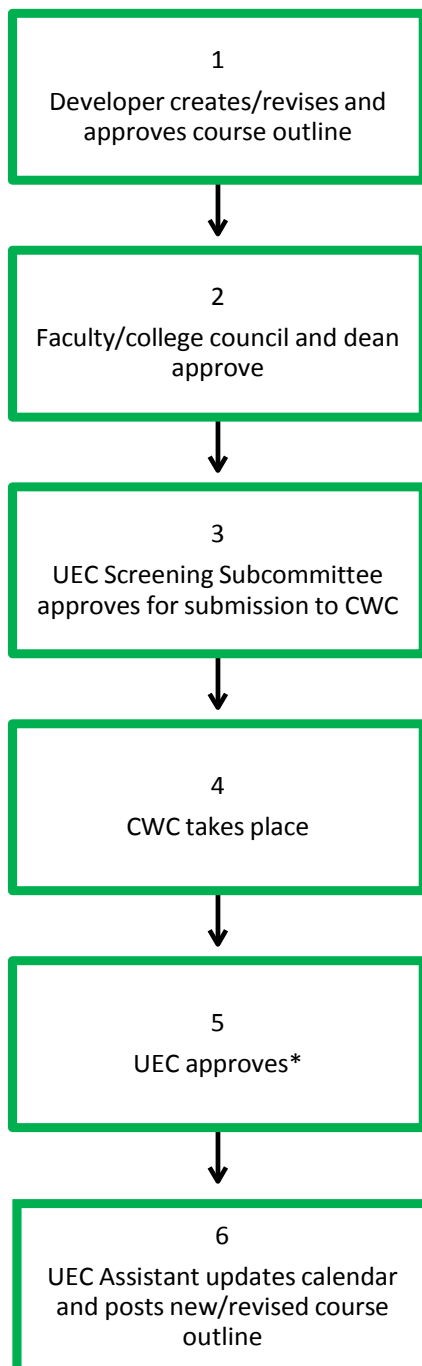
**Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.

3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the course outline, to UEC. UEC approves the course outline, or recommends to Senate for approval if there are financial implications.

If there are financial implications, SBC will review the course outline and memo and make a recommendation to Senate. UEC and SBC recommendations are sent to Senate concurrently.

6. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the new/revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.

**Approval process for new courses and major course changes**



\* In the case of budgetary implications, UEC and SBC will both review and recommend to Senate for approval.



## Course Changes

### Major vs. minor changes to an existing course

| Type of change                            | Major changes                                                       | Minor changes                                                                                               |
|-------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Title and/or calendar description</b>  | Reflects a change in nature or focus                                | For correction or clarification                                                                             |
| <b>Learning outcomes and/or content</b>   | Reflects a change in nature or focus                                | Does not reflect a change in nature or focus                                                                |
| <b>Course level</b>                       | Moving a lower-level course to an upper-level course and vice versa | Moving a first-year course to second year and vice versa or third-year course to fourth year and vice versa |
| <b>Prerequisites and/or co-requisites</b> | Any change to prerequisites                                         | Editorial change only                                                                                       |
| <b>Course details</b>                     | Change in number of credits or number of hours                      | Frequency of course offering                                                                                |
| <b>Delivery method</b>                    | Change or addition of a delivery method that has a cost             | Change or addition of a delivery method that does not affect cost                                           |
| <b>Impact on other programs</b>           | Affects other academic units                                        | Does not affect other academic units                                                                        |
| <b>Other</b>                              | Deletion of course                                                  | PLAR options, grading system, texts, evaluation methods                                                     |

**Note:** One major change means that all changes in the proposal are considered major.

## Program Changes

### Major vs. minor changes to an existing program

| Type of change                            | Major changes                                                                  | Minor changes                                                                    |
|-------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Resource requirements</b>              | Additional resources are required at a cost                                    | Additional resource costs are covered by the associated academic unit            |
| <b>Courses</b>                            | Change to the majority of courses in an approved program                       | Addition of new course options, or deletion or substitution of a required course |
| <b>Duration, philosophy, or direction</b> | Change to the duration, philosophy, or direction of a program*                 |                                                                                  |
| <b>Specialization</b>                     | Addition or deletion of a specialization (e.g., concentration under a major)** |                                                                                  |
| <b>Admission requirements</b>             | Change in requirements for admission                                           |                                                                                  |
| <b>Residency requirements</b>             | Change in requirements for residency                                           |                                                                                  |
| <b>Continuance requirements</b>           | Change in requirements for continuance                                         |                                                                                  |
| <b>Admission quotas</b>                   | Change in admission quotas                                                     |                                                                                  |
| <b>External review</b>                    | Change which triggers an external review                                       |                                                                                  |

\* The Ministry includes in its definition of “new program” revision of a program’s major objectives resulting in significant change and a significant revision of a program that warrants credential renaming. Please consult the Program Development [and Quality Assurance](#) Office if the revision considered may fall under this definition.

\*\* If not considered a new program or covered under the Program Discontinuance policy (222). Addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as “options” or “concentrations” must consult the Program Development [and Quality Assurance](#) Office to determine whether addition of a new specialization is considered a major program change or a new program.

## Program Approval Processes (major and minor changes)

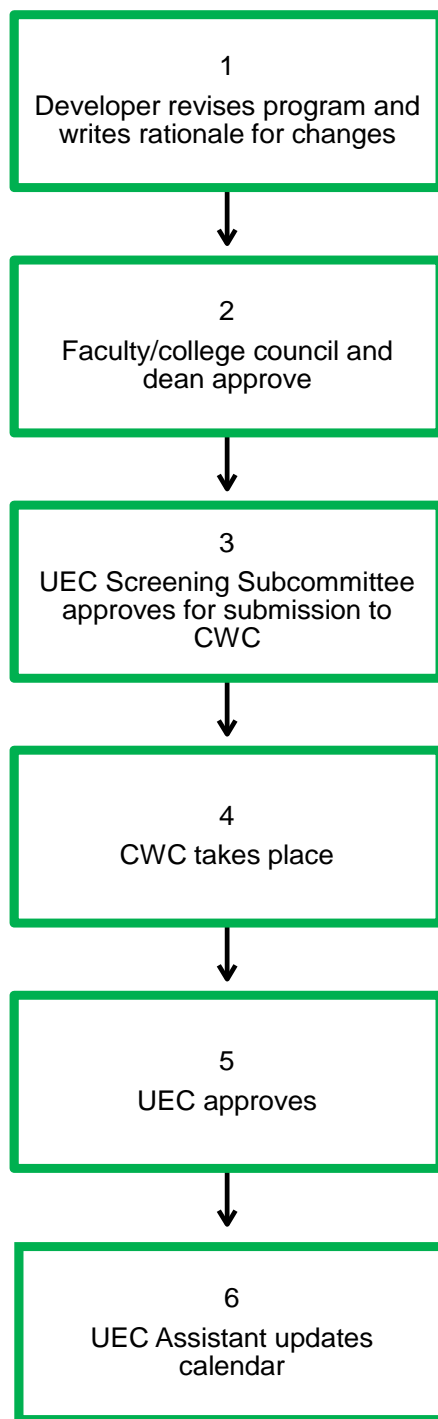
The program approval process differs for new programs, major program changes, and minor program changes. The following outlines the steps for each of these processes and correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing program can be found on page 10.

### Minor program changes (minimum 4-5 months)

1. **Development of proposal:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, in consultation with the dean(s) responsible.
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC. UEC approves the program changes.
6. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

**Approval process for minor program changes**



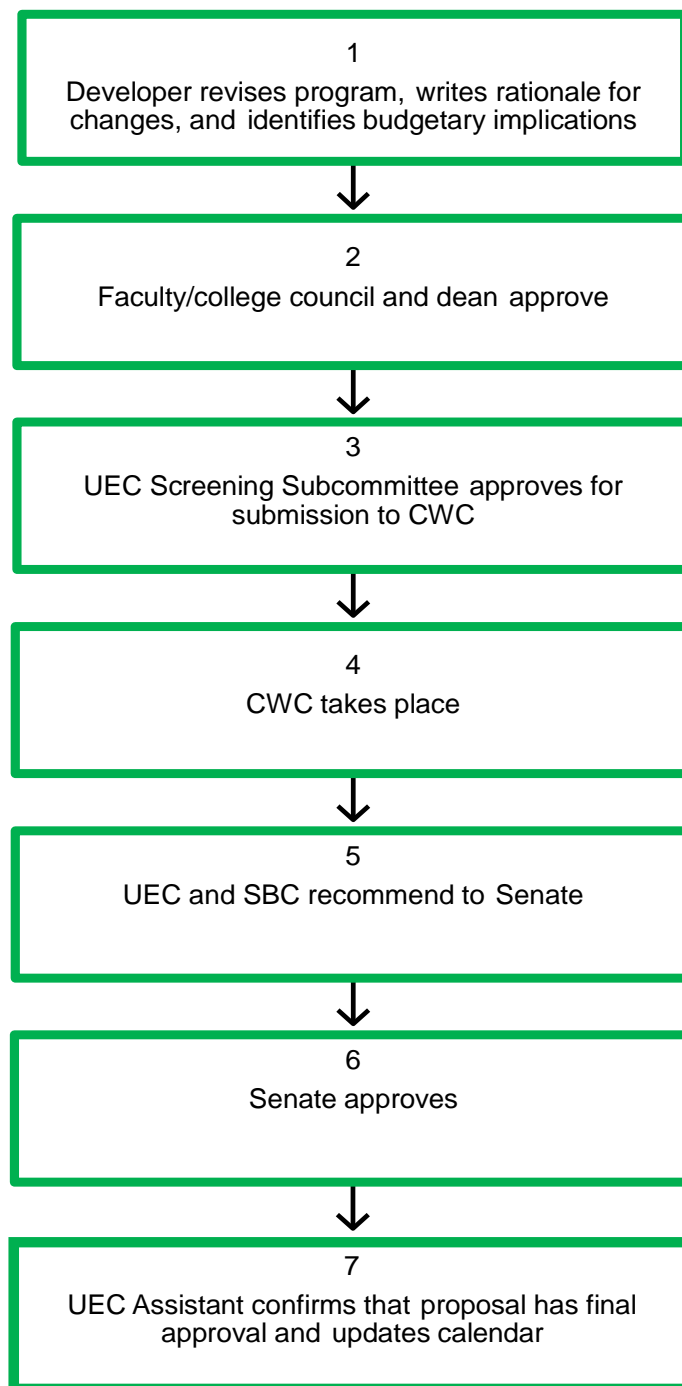
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**Major program changes (minimum 7-8 months)\***

1. **Development of proposal and budget:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, and identifies any budgetary implications.
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Major program change proposals must remain at CWC for a minimum of two weeks. Any proposal not forwarded to UEC within 12 months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to Senate. The proposal will also be submitted to SBC, which reviews the proposal and makes a recommendation to Senate.
6. **Senate:** Senate approves the program proposal and budget.
7. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

\* The Ministry includes in its definition of “new program” the revision of a program’s major objectives resulting in significant change, and a significant revision of a program that warrants credential renaming. Please consult the Program Development and Quality Assurance Office if proposed revisions may fall under this definition. Also note that addition of a minor or major is considered a new program, not a major program change. Degree programs that refer to their main areas of specialization as “options” or “concentrations” must consult the Program Development and Quality Assurance Office to determine whether addition of a new specialization is considered a major program change or a new program.

**Approval process for major program changes**



## New Program Approval Process

The following outlines the steps for new programs and correlates with the flow charts featured on the next pages.

Before you begin the development of a new program, please contact the Program Development and Quality Assurance Office for specific information about submission formats and procedures. An administrative guide for the internal approval process is available on the website at <http://www.ufv.ca/pdo/getting-started/>.

For the purposes of new program development, there are two categories of programs: (a) those that require Ministry approval, and (b) those that require internal approval only. Programs that require Ministry approval (e.g. a full degree, a major, or a minor in an area that does not have a major, etc.) involve a Stage 1 process, as explained below.

### Concept Paper

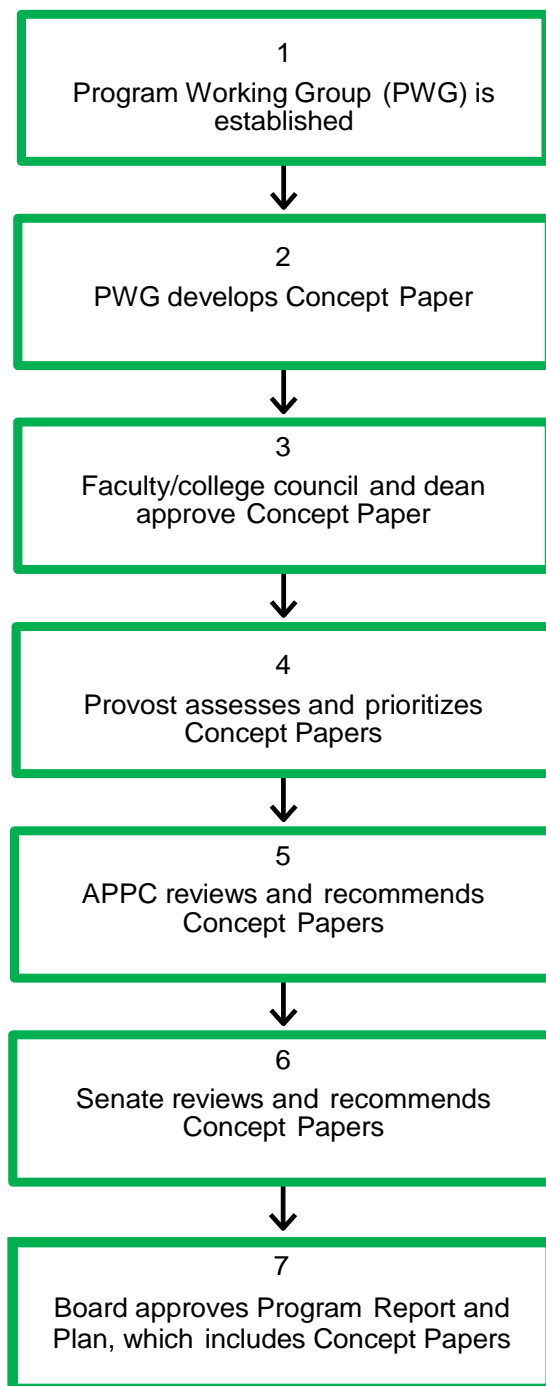
**Note:** Normally, a single dean will have administrative responsibility and approval authority over a program. In the case that a program draws resources from more than one faculty/college beyond the provision of service courses, the deans involved will decide on who will assume administrative responsibility for the program and whether it will be shared by more than one faculty/college. The faculty/college and dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

1. **Establishment of Program Working Group (PWG):** Faculty members interested in developing a new program present a notice of intent to the dean. The PWG is approved by the dean, and the dean informs the Program Development and Quality Assurance Office (~~PDOPDQA~~) of its membership. A Program Working Group will consist of a minimum of three faculty with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added.
2. **Development of Concept Paper:** PWG develops the Concept Paper, in consultation with PDQA, appropriate academic units, and the dean, on using the approved template, ~~in consultation with the PDO, appropriate academic units, and the dean.~~ PWG submits the Concept Paper to ~~the PDOPDQA~~, who verifies that it is complete before submission to faculty/college council.
3. **Faculty/college council and dean:** The PWG presents the Concept Paper to faculty/college council for discussion. The Concept Paper is then presented to the dean for review and approval.
4. **Provost's recommendation to Academic Planning & Priorities Committee (APPC):** Upon approval by the dean, the Provost, in consultation with ~~Deans' Caucus~~ the Senior Academic Leadership Team, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).
5. **APPC:** APPC reviews and recommends Concept Papers to be approved for development.

6. **Senate:** Senate reviews and recommends Concept Papers.
7. **Board:** The Program Report and Plan, which includes Concept Papers, is submitted to the Board for approval. **Only upon approval by the Board should a Program Working Group proceed with submitting the Full Program Proposal for internal review and approval.**



**Approval process for Concept Paper**



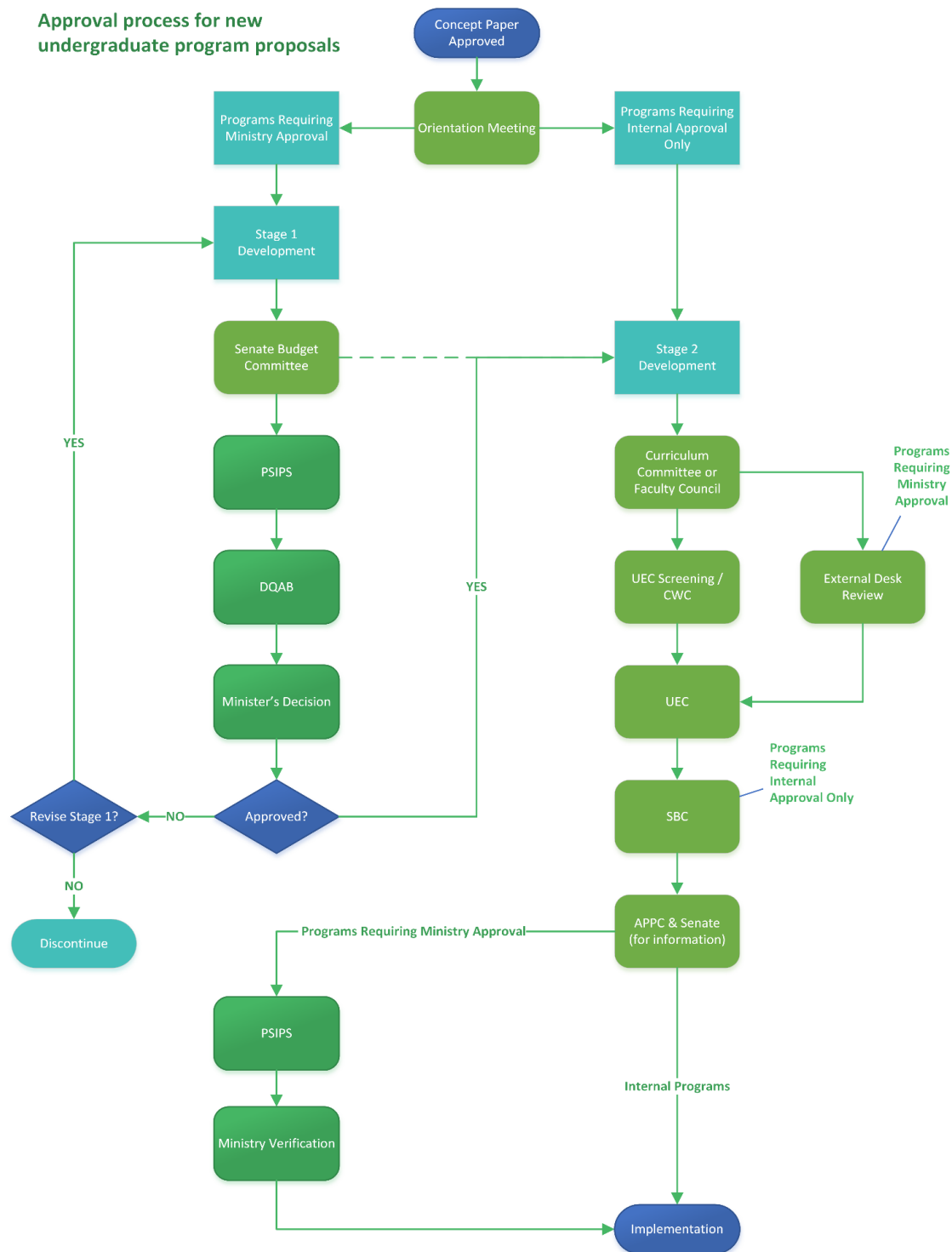
## Full program proposal

1. **Orientation Meeting:** Following approval of concept paper, an orientation meeting will be held to review program design principles and proposal preparation. This meeting will include the PWG chair and members; Teaching and Learning ~~Director or designate representative~~; Dean responsible for the program; and the Associate Director and Assistant for Program Development and Quality Assurance ~~Coordinator and assistant~~.
- Programs requiring Ministry approval will complete Stage 1 development prior to proceeding to Stage 2.
- Programs requiring internal approval only will proceed directly to Stage 2 development.
2. **Stage 1 Development:** For programs that require Ministry approval, the PWG, with assistance from PDQA, completes the research and consultation required to address the Stage 1 standards and criteria, and develops the learning outcomes and curriculum for the program. The completed Stage 1 is submitted to PDQA who verifies completeness and appropriate consultation.
  - 1-3. **Stage 1 Approval:** PDQA submits the Stage 1 proposal to the Senate Budget Committee (SBC) for review and approval. The Stage 1 proposal returns to PDQA for review, and is then submitted through the Office of the Provost and VP Academic to the Ministry for posting to PSIPS (Post-Secondary Institution Proposal System), review by the DQAB (Degree Quality Assessment Board), and Minister's decision on Stage 1 approval. The PWG may either proceed with Stage 2 development pending Ministry approval, or wait for the Minister's decision before proceeding with Stage 2. If the Stage 1 proposal is not approved, a decision will be made on whether to revise based on Ministry feedback, or discontinue development.
  - 2-4. **Stage 2 Development: ~~of full proposal and PDO verification~~:** With the assistance of ~~the PDQ~~PDQA, the PWG develops ~~the program~~ and writes the full Stage 2 program proposal. The PWG submits the program proposal and draft calendar copy to ~~the PDQ~~PDQA, who verifies ~~that it is completeness~~ and ~~that ensures~~ appropriate ~~internal~~ consultation has taken place before submission to faculty/college curriculum committee or faculty council, as applicable. ~~The proposal will normally be sent to external reviewers early during the internal approval process. External reviewers' reports, and PWG's responses to the reports, will accompany the program proposal as it goes through internal review.~~
  5. **Faculty/college council and dean Curriculum Review:** Faculty/college curriculum committee or faculty council ~~(and, if applicable, the faculty/college curriculum committee) and dean~~ review and approve the Stage 2 program proposal and, if applicable, the new courses related to the program. The proposal will include a summary of the ~~internal~~ consultation that has taken place, with supportive evidence. The PWG responds to any feedback, revising the proposal as needed, and submits to PDQA.
  - 3-6. **Desk Reviews:** For programs that require Ministry approval, ~~t~~The Stage 2 program proposal will normally be sent to external reviewers early during the internal approval process. Once available, the eExternal reviewers' report ~~comments, and PWG's responses to the report~~ comments, will accompany the program proposal as it goes through internal review.
  - 4-7. **UEC Screening Subcommittee and Campus Wide Consultation:** ~~The PDQA submits the proposal to the~~ UEC Screening Subcommittee who reviews ~~the proposal~~ and verifies that all appropriate internal consultation has taken place. Notice of proposals is submitted to Campus ~~-~~Wide Consultation (CWC) for information only. Since internal consultation will have already occurred during the program development process, new program proposals are not required to remain at CWC for a specific time period; however, developers must nonetheless respond to any comments received from CWC and, where applicable, include any responses in

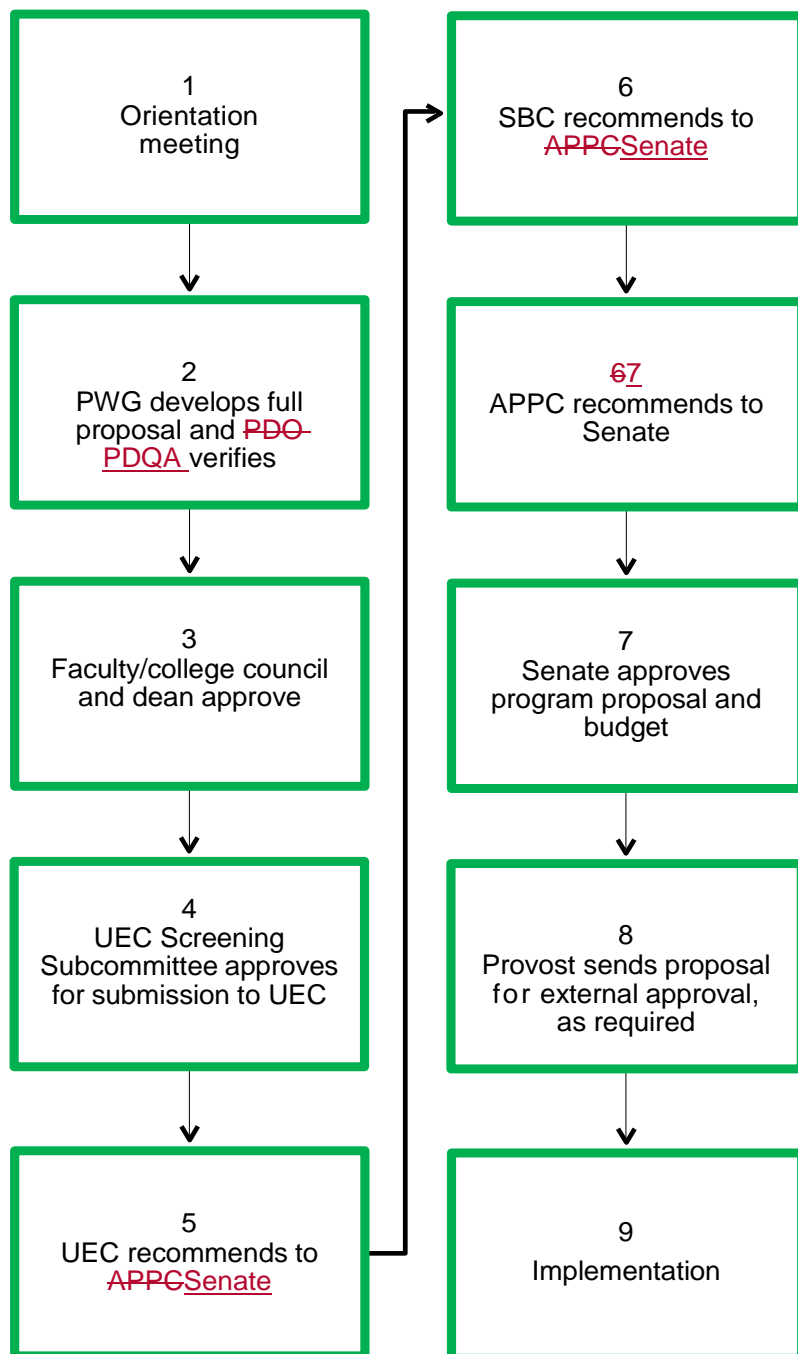
the program proposal.

- 5-8. **Undergraduate Education Committee (UEC):** ~~The PDQA submits the~~ program proposal, calendar copy, consultation summary, and the PWG's response to any UEC Screening Subcommittee comments ~~are submitted to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC) approval on behalf of Senate.~~ All new courses or substantially ~~reviewed-revised~~ courses that are included in a new program must also be approved ~~by UEC~~ before the program is ~~recommended to APPC~~ either submitted to the Ministry for Stage 2 approval or, in the case of proposals requiring internal approval only, submitted to APPC and Senate for information.
- 6-9. **Senate Budget Committee (SBC): (for proposals requiring internal approval only):** Following UEC approval, ~~PDQA submits the~~ budgetary analysis for the program ~~is submitted to SBC for review and recommendation to APPC approval on behalf of Senate.~~ (Note: SBC reviews and approves the budgetary analysis only; it does not review the academic and curricular components of the program.)
7. **Academic Planning & Priorities Committee (APPC):** APPC reviews the recommendations from UEC and SBC, and makes its recommendation to Senate.
- 8-10. **Academic Planning & Priorities Committee (APPC) and Senate:** ~~APPC-Following UEC and (where required) SBC approval, submits its recommendation to PDQA verifies completeness of all documents before sending the program proposal to APPC and Senate for approval information. If it is decided by APPC and Senate reserve the right to request revisions to the proposal or reconsideration of the decisions from UEC or SBC. Furthermore, if Senate determines~~ that the program has substantially changed from what was proposed in the Concept Paper, Board approval is solicited.
- 9-11. **External Stage 2 approval:** ~~The For~~ programs requiring Ministry approval, the Stage 2 proposal ~~is sent returns to the PDO PDQA for final review and submission is then submitted~~ through the Office of the Provost and VP Academic for posting to PSIPS and Minister's verification of Stage 2 completeness external approval, as required by the Ministry of Advanced Education.
- 10-12. **Implementation:** Upon approval, ~~PDQA meets with the PWG chair, the responsible dean, and the Vice-Provost's office to decide review the on an implementation procedures for the new program date and the calendar copy is included in the academic calendar.~~

**Approval process for new undergraduate program proposals**



**Approval process for full program proposals**





## **UEC SCREENING SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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

### **PROCEDURES**

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

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

Implementation date: September 2014

### **COMPOSITION**

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#### **Membership**

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

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

\*\*Two-year term, renewable.



## **UEC POLICY SUBCOMMITTEE**

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

### **PURPOSE**

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

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

### **TERMS OF REFERENCE**

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

### **COMPOSITION**

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#### **Membership**

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

\* Two-year term, renewable.

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



## **UEC ADMISSIONS SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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

#### **Purpose**

The purpose of the subcommittee is to:

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

### **PROCEDURES**

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#### **Process**

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

#### **Reporting**

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

### **COMPOSITION**

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#### **Membership**

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

#### **Chair**

The UECAS will determine a chair each September.





## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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

#### **Purpose**

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

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

### **PROCEDURES**

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#### **Process**

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

#### **Reporting**

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

### **COMPOSITION**

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#### **Membership**

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

#### **Chair**

The TCS will determine a chair each September.