



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
June 18, 2021 - 10:00 AM
Zoom

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 7      **2.1. UEC draft minutes: April 23, 2021**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 9      **3.1. Computer Information Systems**

Discontinuation: CIS 104, 124, 141, 160, 162, 165, 180, 185, 262

MOTION: To approve the discontinuation of CIS 104, 124, 141, 160, 162, 165, 180, 185, and 262 as presented.

10 -      **3.2. Criminology and Criminal Justice**

13      Changes including course content: CRIM 100

MOTION: To approve the CRIM 100 course outline as presented.

14 -      **3.3. Global Development Studies**

28      New course: GDS 270, Fundamentals of Global Health and Development

New course: GDS 330/ANTH 330, Humanitarianism and Complex Emergencies

MOTION: To approve the GDS 270 and GDS 330/ANTH 330 course outlines as presented.

29 -      **3.4. Psychology**

32      New course: PSYC 311, Qualitative Methods in Psychology

MOTION: To approve the PSYC 311 course outline as presented.

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34

**3.5. Social Work and Human Services**

Discontinuation: HSER 261, 264

MOTION: To approve the discontinuation of HSER 261 and 264 as presented.

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49

**3.6. Upgrading and University Preparation**

Review with changes including prerequisites: ENGL 071, 081, 091

Discontinuation: MATH 094, 095

MOTION: To approve the ENGL 071, 081, and 091 course outlines as presented.

MOTION: To approve the discontinuation of MATH 094 and 095 as presented.

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57

**3.7. Arts Studies**

New course: UNIV 102, University Studies Tutorial

MOTION: To approve the UNIV 102 course outline as presented.

58 -  
67

**3.8. Health Studies**

Changes to entrance requirements: Certified Dental Assistant certificate

MOTION: To recommend the changes to the Certified Dental Assistant certificate entrance requirements as presented, effective January 2022.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

68 -  
69

**4.1. English Language Proficiency Requirements**

Extension of Duolingo

MOTION: That the use of Duolingo be extended through to the Winter 2023 intake.

70 -  
75

**4.2. Course outline form and memo template revisions**

**4.3. APPC report**

**4.4. Senate report**

**4.5. Senate Teaching and Learning Committee report**

**4.6. Policy Subcommittee report**

**4.7. UEC Chair, 2021/22**

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**4.8. UEC Subcommittees**

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

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**5. INFORMATION ITEMS**

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

BIO 083

CHEM 083

HIST 161/LAS 161, 205, 221, 318, 324, 359/LAS 359, 457/LAS 457, 458/LAS  
458, 459/LAS 459, 460/LAS 460

MATH 105

SOWK 311

80      **5.2. Health Care Assistant certificate**

81      **5.3. UEC membership, 2021/22**

82      **5.4. UEC meeting schedule, 2021/22**

**6. ADJOURNMENT**



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

April 23, 2021  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Adrianna Bakos, Sue Brigden, Kelly Guiaya, Shirley Hardman, Claire Hay, Carl Janzen, Bobby Jaswal, Amber Johnston, David Johnston, Gilmour Joep, Bruce Kirkley, Rashad Mammadov, David McGuire, Elaine Newman, Linda Pardy, Samantha Patridge, Teresa Arroliga-Piper, Tripat Sandhu, Shelley Stefan, Sven Van de Wetering, and Martin Warkentin  
**ABSENT:** Vlad Dvoracek, Garry Fehr, and Peter Geller  
**GUESTS:** Sarah Graham, Karen Klenk, Zina Lee, Michael Maschek, Marlene Murray, Jessica Price  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: March 26, 2021**

It was noted that BUS 310 was changed to BUS 306 after the meeting, as BUS 310 had already been used.

**MOTION:**

To approve the draft minutes as presented.

**CARRIED**

#### **3. COURSES AND PROGRAMS**

##### **3.1. Arts**

Discontinuation: ARTS 100, 101, 201, 301

**MOTION:**

To discontinue ARTS 100, 101, 201, and 301 as presented.

**CARRIED**

##### **3.2. Criminology and Criminal Justice**

Changes including prerequisites: CRIM 403, 414

The department provided additional information for memo item #6 (consideration given to Indigenizing the curriculum) for both courses: "These are already addressed in the learning outcomes and typical course content from previous revisions. There were no changes in this revision."

**MOTION:**

To approve the CRIM course outlines as presented.

**CARRIED**

**3.3. Political Science**

New course: POSC 321, Global Issues in Indigenous Politics

New course: POSC 324, Nationalism and Ethnic Politics

New course: POSC 325, Social and Environmental Justice in the Americas

**MOTION:**

To approve the POSC course outlines as amended:

- POSC 325: first sentence of calendar description will be deleted.

CARRIED

**3.4. Economics**

Change to program requirements: Economics major

**MOTION:**

To approve the changes to the Economics major program requirements as presented, effective September 2021.

CARRIED

**3.5. Health Studies**

Changes including prerequisites: DENT 133, 135, 141, 142, 143

Changes including prerequisites, corequisites, and credits: DENT 138

Changes including prerequisites and credits: DENT 140, 144, 148

Changes including prerequisites, corequisites, total hours, and course number:

DENT 154 (formerly DENT 152B)

Changes including prerequisites, credits, and total hours: DENT 162

Discontinuation: DENT 139, 149

Changes to entrance and program requirements: Certified Dental Assistant certificate

Changes to the CDA entrance requirements will be postponed to the next UEC meeting.

**MOTION:**

To approve the DENT course outlines as presented.

CARRIED

**MOTION:**

To approve the discontinuation of DENT 139 and 149 as presented.

CARRIED

**MOTION:**

To approve the changes to the Certified Dental Assistant program requirements as presented, effective September 2021.

CARRIED

**MOTION:**

To approve the changes to the Certified Dental Assistant certificate program continuance as presented, effective September 2021.

CARRIED

**3.6. Communications**

UEC Draft Minutes  
23 Apr 2021

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Review with changes including prerequisites: CMNS 145  
Review with changes including title and prerequisites: CMNS 375  
Review with changes including title, prerequisites, credits, and total hours: CMNS 480/MACS 480  
Discontinuation: CMNS 376

Changes to program requirements: Communications minor  
Change to graduation requirements: Professional Communication Essentials associate certificate

**MOTION:**

To approve the CMNS course outlines as amended:

- CMNS 145: learning outcome #2 will be deleted.

CARRIED

**MOTION:**

To approve the discontinuation of CMNS 376 as presented.

CARRIED

**MOTION:**

To approve the changes to the Communications minor program requirements as presented, effective September 2021.

CARRIED

**MOTION:**

To recommend the changes to the Professional Communication Essentials associate certificate as presented, effective January 2022.

CARRIED

**3.7. Modern Languages**

Availability outside the Bachelor of Arts: Spanish Language and Culture minor

New program: Punjabi Intermediate Proficiency associate certificate

Admissions will work with Modern Languages to appropriately reflect placement tests on student records.

**MOTION:**

To approve the availability of the Spanish Language and Culture minor in other degrees, retroactive to September 2020.

CARRIED

**MOTION:**

To approve the Punjabi Intermediate Proficiency associate certificate as presented, effective September 2021.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Undergraduate Directed Studies, Special Topics, and Independent Studies policy (207)**

UEC Draft Minutes  
23 Apr 2021

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The proposed revisions include a requirement that Screening approve a syllabus the first time a new course is offered, but there were concerns that a full syllabus may not be available far enough in advance. It was suggested that a Screening instead develop a form for new special topics courses, including calendar description, learning outcomes, and content. Additional revisions will be made and brought back to UEC for approval.

**MOTION:**

To defer recommendation of this policy.  
CARRIED

**4.2. APPC and Senate reports**

APPC has recently discussed Indigenizing the Academy and approved the Environmental Studies minor. Both items will be going to Senate's next meeting.

**4.3. Senate Teaching and Learning Committee report**

STLC reviewed proposed changes to the official course outline, which has also been sent to curriculum committees for feedback. This is expected to be ready for UEC's June meeting and available for use in September.

**4.4. Policy Subcommittee report**

There was no report from this subcommittee.

**4.5. HyFlex Courses**

HyFlex courses are offered online and face-to-face simultaneously, and students can choose how they engage with the course. This type of course requires specific technology, which is still being explored with ITS. Teaching and Learning will provide training for faculty interested in this format.

**5. INFORMATION ITEMS**

**5.1. Revised templates for non-degree program proposals**

**5.2. Voting procedure for virtual meetings**

**5.3. Program discontinued: Substance Abuse Counselling certificate**

**6. ADJOURNMENT**

The meeting was adjourned at 12:02 pm.

**Memo for Course Changes**

To: Samantha Pattridge, Chair, UEC

From: Frank Zhang, CIS

Date: Feb. 22, 2021

**Subject: Proposal for discontinuation of CIS 104, CIS 124, CIS 141, CIS 160, CIS 162, CIS 165, CIS 180, CIS 185, CIS 262**

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:

Due to various historical reasons, many legacy CIS courses in the course calendar have not been offered for many years. I have listed the original motivation of course creation and causes of discontinuation for each course the department of Computer Information Systems (CIS) is requesting to be removed. All facts are supplied and validated by Rilla Apostolakis (Academic Advisor) and department faculty members, such as Talia Q, and Edward Lo.

The department also wishes to eliminate unnecessary confusion and disappointment to students when they find courses that interest them but are not available.

As the program review approaches, it is critical to review these legacy courses and remove them from the CIS course calendar to be much more precise and transparent.

At the February department meeting (Feb. 12, 2021), the department reviewed the courses and identified the ones not planned to be offered in the future. The department voted and passed the motion to remove these from the calendar.

The courses proposed to be removed (the course code, the course title, last offered year):

- CIS 104 - Element of CIS (2006): This was a course created in 2006 for fine Arts students requiring a computer literacy course. It was never offered due to funding constraints.



- CIS 124 - Intro to Wireless Network (2006): This was a course created in 2006 as an introduction networking course for non-CIS students interested in learning about setting up wireless networks. It was offered once and cancelled due to low enrolment.
  - CIS 141 - Web Design Portfolio Project (2006): This was the final capstone portfolio course for the Web Design and Animation certificate (WD&A cert.) program that was discontinued years ago. This course should have been discontinued at the same time as the program but was not.
  - CIS 160 - Intro to Web Graphics and Animation (2005): This course was the original course in WD&A cert. but was replaced by CIS 162. It has not been offered since CIS 162 was developed.
  - CIS 162 - Intro to Animation (2010): CIS 162 was part of the WD&A and Animation Arts certs but has not been offered since 2008. The WD&A certificate and Animation Arts certificate programs were eventually discontinued in 2015.
  - CIS 165 - 3D Animation (2008): CIS 165 was part of the WD&A and Animation Arts certs but have not been offered since 2008. The WD&A certificate and Animation Arts certificate programs were eventually discontinued in 2015.
  - CIS 180 - Intro to Visual Programming (2003): This course was removed as a requirement from the CIS diploma and degree in 2008, but the course was not officially discontinued. It has not been offered since 2007.
  - CIS 185 - Intro to programming using Media (2010): CIS 185 is another Animation Arts certificate required course that has not been offered since the program was discontinued.
  - CIS 262 - Web-based computer game development (2012): CIS 262 is another Animation Arts certificate required course that has not been offered since the program was discontinued.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):  
N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
These courses are not longer required by any other program.
5. Which program areas have been consulted about the change(s)?  
We have invited the CSA student representative and one of the CIS Academic Advisors to the department meeting and they are very supportive to this change.

**Memo for Course Changes**

To: Linda Pardy, College of Arts Curriculum Committee Chair  
From: Zina Lee, Director of the School of Criminology and Criminal Justice  
Date: April 30, 2021  
Subject: **Proposal for Revision of CRIM 100**

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 title, calendar description, and learning outcomes have been revised to better reflect the focus and purpose of the course. These changes are primarily driven by the need to clearly communicate which criminology and criminal justice issues and concepts are core requirements versus which are optional and left to instructor discretion.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The changes are not substantial. These changes are ones that all instructors currently follow and are explicitly noted so that there is clarity for new instructors.
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? This was addressed in a previous revision. However, there is now an explicit note about Indigenous experiences as part of the learning outcomes.
7. If this course is not eligible for PLAR, explain why:
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit

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

**CWC comment and response**

- Why is the title being changed from “Introduction to Criminology” to “Introduction to Criminology and Criminal Justice”? Is there a plan to discontinue CRIM 103, “Introduction to Criminal Justice”? This change will result in two foundation courses with very similar titles, so the purpose becomes less focused. Screening suggests leaving the CRIM 100 title as is and making a slight revision to the calendar description.

*The title was changed at the recommendation of CACC, to convey the revision to the learning outcomes that there is also a focus on Canadian criminal justice issues in the course, in addition to the theoretical paradigm of criminology. CRIM 103 will not be discontinued because this course is distinct. CRIM 103 is a course on “Introduction to the Criminal Justice System,” which covers police, courts, and corrections. The department would prefer not to change the title of CRIM 100, and on the advice of Screening will retain the original title. The calendar description has been revised as suggested.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1975  
 REVISED COURSE IMPLEMENTATION DATE: January 2022  
 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> CRIM 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Introduction to Criminology                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                        |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> Criminology and Criminal Justice                                                                                                                                                                                                                    |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Examines the historical evolution of criminological thought, and criminology and criminal justice as a science and profession. Investigates the structure, content, theoretical paradigms, and practical applications of criminology and how it applies to the Canadian criminal justice system.                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                        |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <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>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>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.) |  |
| 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                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected Frequency of Course Offerings:</b><br>Every semester (Every semester, Fall only, annually, etc.)                                                                                                    |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Department / Program Head or Director:</b> Zina Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 2021                                                                                                                                                                                                                                       |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                   |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                    |  |

**CRIM 100**
**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:

- Describe the historical evolution of criminological thought and criminology as a science and profession.
- Describe the measurement and patterns of crime in Canada.
- Articulate major themes in criminology and Canadian criminal justice: correctional issues; drug use; Indigenous experiences; media and crime; mental illness; policing issues; victimology.
- Explain terminology commonly used in the discipline of criminology and criminal justice (e.g., crime, deviance, criminal, victim, rehabilitation, and treatment).
- Identify recent trends in criminology and Canadian criminal justice.

**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 discussions

**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. Boyd, N.                               | Chapter 1: What is Criminology. In Understanding Crime in Canada: An Introduction to Criminology, 2nd edition.                                                     | <input type="checkbox"/> | Emond Montgomery Publications | 2019 |
| 2. Campbell, C., Cater, J., & Pollard, N. | Chapter 1: The Context of Policing in Canada in the Twenty-First Century. In Canadian Policing, 2nd edition.                                                       | <input type="checkbox"/> | Oxford University Press       | 2021 |
| 3. Monchalin, L.                          | Chapter 12: Euro-Canadian 'Justice' Systems and Traditional Indigenous Justice. In the Colonial Problem: An Indigenous Perspective on Crime and Justice in Canada. | <input type="checkbox"/> | University of Toronto Press   | 2016 |
| 4. Winterdyk, J.                          | Chapter 4: Victims and Victimology. In Canadian Criminology, 4th edition.                                                                                          | <input type="checkbox"/> | Oxford University Press       | 2020 |
| 5.                                        |                                                                                                                                                                    | <input type="checkbox"/> |                               |      |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |             |      |
|----------------|-----|--------------|-----|-------------------|---|-------------|------|
| Final exam:    | 25% | Assignments: | 25% | Field experience: | % | Portfolio:  | %    |
| Midterm exam:  | 25% | Project:     | %   | Practicum:        | % | Term Paper: | 25%  |
| Quizzes/tests: | %   | Lab work:    | %   | Shop work:        | % | Total:      | 100% |

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

- Introduction to the course; What is criminology? What is a criminologist?
- Counting crime and patterns of crime
- Criminal law and the courts
- Media and crime
- Policing issues (e.g., use of force, systemic racism)
- Correctional issues
- Midterm
- Victimology
- Gender and crime; Racialized groups; Intersectionality
- Indigenous experiences with criminal justice
- Mental illness and drug use
- Organized crime
- Technology and crime

**Memo for New Course**

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Geetanjali Gill, GDS Assistant Professor & Stephen Piper, GDS Program Chair

Date: April 9, 2021

**Subject: Proposal for new course GDS 270 - 'Fundamentals of Global Health and Development'**

1. Rationale for new course:

*This course fills a gap in GDS course offerings. While the GDS program adequately provides students with knowledge and skills in social, economic, and political sectors of global development, the health sector is currently unaddressed. This proposed course will provide students with a comprehensive introduction to key issues in global health and an understanding of the interlinkages between health and development, focused on the global South as well as marginalized groups in the global North. This subject area is also very timely with emerging infectious diseases such as Covid-19, and their impacts on marginalized and vulnerable groups. This course also fills a gap in Health Sciences and Nursing course offerings as there is an absence of courses with an international focus, and a focus on the global South. Additionally, GDS students are involved in GDS practicums and internships with development organizations that work in the global health sector. As such, students would benefit from a grounding in global health issues and an understanding of global health practice before and/or after participating in these internships and practicums.*

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

*This would be one of a limited number of GDS electives and might become a required course for the program if our curriculum review recommends this. It would be offered each year. It would also become an important elective in other programs, particularly Nursing. This course will be offered in the 2<sup>nd</sup> year of the GDS program. Students may be required to do this course before going on international practicums/internships in the global health sector through UFV.*

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

*The course learning outcomes align with the following program learning outcomes:*

- **Demonstrate a breadth of knowledge about health issues as they affect the well-being and human development of diverse groups in the global South and North;**
  - *demonstrate a breadth of knowledge about local and/or international development from a variety of disciplinary perspectives;*
  - *demonstrate sensitivity to the unequal power relationships that set the context for research and knowledge and awareness of the limitations of their own perspectives and knowledge.*
- **Being able to situate health issues in global development theories, approaches, and practice;**
  - *demonstrate a systematic understanding of the history of development theories and strategies, of competing and contested meanings of key terms used in the field, and of the institutions and organizations integral to the apparatus of development at local, national and global levels;*

- *apply this knowledge in the explanation of particular development problems and global processes;*
  - ***Understand and analyze a wide variety of perspectives and debates concerning health and development in the context of the global South;***
    - *apply a multidisciplinary body of knowledge in the critical analysis of development problems;*
  - ***Critically evaluate the role of development actors and partners in the global health sector;***
    - *demonstrate skills for monitoring and assessing development projects;*
  - ***Participate in discussions and to present ideas coherently in oral and written form***
    - *develop and support a sustained, logical and convincing argument;*
    - *convey complex ideas using multiple media both orally and in writing, to diverse publics who are not necessarily literate;*
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
- No.*
5. Which program areas have been consulted about the course?
- This course was approved at a meeting of the GDS Program Committee involving representatives from six different disciplines. It has been discussed with the Nursing and Health Sciences faculty. This course will also be an elective for Nursing and Health Sciences students. In addition, this GDS course will be co-taught by Catherine Smith (Nursing faculty) and Geetanjali Gill (GDS faculty), and this arrangement has been agreed upon by Deans of the Arts and Sciences faculties.*
6. If a new discipline designation is required, explain why:
- No new discipline designation is required.*
7. What consideration has been given to indigenizing the curriculum?
- Virtually every GDS course offering includes some study of Indigenous issues and perspectives from around the world. This proposed course includes a focus on the social determinants of health, and the intersecting social inequalities which prevent certain groups of people, such as Indigenous peoples, from accessing health services, resulting in poorer health outcomes. The course also examines cultural aspects of health and illness in the global South.*
8. If this course is not eligible for PLAR, explain why:
- This course will be eligible for PLAR.*
9. Explain how each of the following will affect the budget for your area or any other area:
- a. Credit value
 

*No anticipated budgetary impact. See email from Sylvie Murray attached.*
  - b. Class size limit
 

*No anticipated budgetary impact.*

- c. Frequency of offering

*It is expected that the course will be offered annually, but frequency will be adjusted to demand.*

- d. Resources required (labs, equipment)

*None anticipated.*

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

*No.*

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

*Typical costs for these courses will be tuition plus books. When possible the courses will draw readings from sources available through the UFV library or online at no cost. When this is not possible, we will endeavor to keep book costs below \$150.00.*



**From:** [Sylvie Murray](#)  
**To:** [Geetanjali Gill](#)  
**Cc:** [Stephen Piper](#); [Linda Pardy](#)  
**Subject:** RE: new course in Global Health as a co-teach?  
**Date:** April 6, 2021 9:08:58 AM

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Hello Geetanjali,

Thanks for sending along the document with Linda's query. GDS 270 looks like a very valuable course, and your partnership with Catherine Smith, both in terms of teaching and research, very valuable.

Given that this is a GDS course, the FTE revenue will come to Arts. If you co-teach with Catherine, with a class size of 36, you will each receive .5 of a section load, and Arts will pay Catherine's share (since we get the revenue). If you anticipate having enough students and wish to double the class size (72), we can compensate you for 1 section load each.

What we cannot do, and that's not what you're proposing, is to offer the workload subsidy for interdisciplinary team-taught courses which use the IDS course shell. This is what Linda was referring to.

I'm copying Linda so we're all in on this conversation. I'm happy to talk directly to Catherine's Dean if you or her think it might be needed.

Best,  
Sylvie

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**From:** Geetanjali Gill <Geetanjali.Gill@ufv.ca>  
**Sent:** Thursday, April 1, 2021 12:06 PM  
**To:** Sylvie Murray <Sylvie.Murray@ufv.ca>  
**Cc:** Stephen Piper <Stephen.Piper@ufv.ca>  
**Subject:** new course in Global Health as a co-teach?

Hello Sylvie,

I am currently working on 4 new GDS courses and preparing to send them to CACC.

One of my proposed courses – Fundamentals in Global Health and Development (GDS 270) – has already received feedback from Linda. I've attached the memo and course outline that has just come back from Linda so you can read more about the proposed course.

While I am able to address all of Linda's feedback quickly, I do need to seek your views on the proposed co-teach element of this course. I have proposed that this course be a co-teach – with myself and Catherine Smith in UFV Nursing. Linda has said that co-taught courses between Arts and Sciences may not be possible. I am wondering if I can provide a strong case and rationale for this course to enable this co-teach arrangement.

Catherine and I am co-PIs on a \$250,000 project on Empowerment of Women and Girls with Albinism (a health condition and disability) in Sierra Leone, starting in June 1, 2021 and going until Sept. 2022. Catherine also sits on the GDS program committee, and she has many years of experience in global health, working with NGOs in Sub-Saharan Africa. Catherine did inform her Dean and other faculty in Nursing about this co-teach course. Nursing and Health Sciences does not teach any course on Global Health, and hearing from Catherine, this is a gap. It is also a gap in GDS and the Arts faculty.

Catherine has said that she expects to be able to teach this course as a co-teach above her regular workload in Nursing. We were not thinking of making it a X-List at this point. Catherine thought that many nursing students would be keen to take this course as an elective, especially if it were offered in the summer term. Catherine and I also sit on a committee with the University of Waterloo, trying to find funding to start global health internships at UFV, together with the University of Waterloo. So, this course would be very important for any students at UFV wanting to engage in those kinds of global internships. There is also a possibility to add study tour elements to the GDS 270 course, for students to spend time with health-related NGOs in Sub-Saharan Africa that Catherine and I are familiar with.

Your thoughts are most welcome! I am also happy to have a quick chat with you and Stephen, and perhaps Catherine too.

Thank you,

Geetanjali

**Dr. Geetanjali Gill**

Assistant Professor

Global Development Studies





**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2022  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2027  
 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> GDS 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Fundamentals of Global Health and Development<br><b>Course Short Title:</b> Global Health & Development<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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> GDS                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>An introduction to key issues in global health, and an exploration of critical perspectives on health policy and practice in the contexts of the global South and marginalized groups in the global North. Students will learn about intersecting social determinants of health and social inequalities, and health and development interlinkages.                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None.                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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:<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 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 checked="" 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>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</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                                                                                                                                                                                                                                                                                                                           | 30 | Tutorials/workshops | 15 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 15        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| 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> 36<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Stephen Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> March 4, 2021                                                                                                                                                                                                                                                                                                             |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                               |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                           |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

GDS 270

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:

- Evaluate how key health issues affect the well-being and human development of diverse groups in the global South and North.
- Analyze how key health issues intersect with global development theories, approaches, and practice.
- Examine a wide variety of perspectives and debates concerning health and development in the global South.
- Evaluate the role of development actors and partners in the global health sector.
- Present ideas and views on global health coherently in oral and written form.

## 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 consist of lectures, presentations, guest lecturers, and in-class group work.

**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. Seear, M., & O. Ezezika       | An Introduction to Global Health                                          | <input checked="" type="checkbox"/> | Canadian Scholars              | 2017 |
| 2. Sethia, B., & P. Kumar        | Essentials of Global Health                                               | <input checked="" type="checkbox"/> | Elsevier                       | 2018 |
| 3. Brown, L. D.                  | Foundations for Global Health Practice                                    | <input checked="" type="checkbox"/> | Jossey-Bass                    | 2018 |
| 4. Mukherjee, J. S., & P. Farmer | An Introduction to Global Health Delivery: practice, equity, human rights | <input checked="" type="checkbox"/> | Oxford University Press        | 2017 |
| 5. Farmer, P.                    | Infections and Inequalities: The Modern Plagues                           | <input checked="" type="checkbox"/> | University of California Press | 2001 |

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

## Typical Evaluation Methods and Weighting

|               |   |                                                       |     |                      |      |
|---------------|---|-------------------------------------------------------|-----|----------------------|------|
| Final exam:   | % | Assignments:                                          | 35% | Portfolio:           | %    |
| Midterm exam: | % | Research paper:                                       | 35% | Group presentations: | 20%  |
| Lab work:     | % | Participation (group work, discussions, peer review): | 10% | Total:               | 100% |

**Details (if necessary):**

## Typical Course Content and Topics

Foundational module:

- Global health and development: history and interlinkages
- Social determinants of health, intersecting social inequalities, health outcomes

Key issues module:

- Population, demography, aging
- Health, refugees, displaced persons, conflict
- Gender-based violence, sexual and reproductive health, adolescents, gender norms
- Maternal and child health, nutrition
- Neglected tropical diseases, HIV/AIDS, emerging infectious diseases
- Global mental health and non-communicable diseases

Actors and practice module:

- Universal health coverage and pharmaceutical governance
- Regional case studies on the practice of global health
- Global health priorities and policies, sustainable development goals

**Memo for New Course**

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Geetanjali Gill, GDS Assistant Professor & Stephen Piper, GDS Program Chair

Date: April 9, 2021

**Subject: Proposal for new course GDS/ANTH 330 - 'Humanitarianism and Complex Emergencies'**

1. Rationale for new course:

*This course fills a gap in both GDS and ANTH course offerings. Existing GDS courses largely focus on the development aid sector, and the humanitarian aid sector has not been adequately included. In addition, this course builds on the materials covered in GDS/ANTH 220, 'Anthropology of Globalization and Development', a lower-level course that examines some basic anthropological perspectives on development. This proposed course will enable students to further probe the contributions of anthropology to the sector of humanitarian aid, and to learn about the nature and impacts of complex humanitarian emergencies and humanitarian aid in the global South. This topic was offered as a cross-listed GDS/ANTH Special Topics course in Fall 2020, and it received positive feedback from students. Therefore, we would like this course to be a regular offering for GDS and ANTH students.*

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

*This would be one of a limited number of GDS electives and might become a required course for the program if our curriculum review recommends this. It would also become an important elective in other programs, particularly Anthropology, but also programs like Nursing, Social Work, PACS, and even Environmental Studies. The course is situated in the 3rd year of the GDS program and would be offered each year.*

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

*The course learning outcomes align with the following program learning outcomes:*

- *demonstrate a breadth of knowledge about local and/or international development from a variety of disciplinary perspectives;*
- *demonstrate sensitivity to the unequal power relationships that set the context for research and knowledge and awareness of the limitations of their own perspectives and knowledge.*
- *demonstrate skills for monitoring and assessing development projects;*
- *apply a multidisciplinary body of knowledge in the critical analysis of development problems;*
- *develop and support a sustained, logical and convincing argument;*
- *communicate effectively for specific purposes such as reporting research results and project outputs, seeking research and project funding, or engaging in public advocacy;*
- *convey complex ideas using multiple media both orally and in writing, to diverse publics who are not necessarily literate;*

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

*Course to be cross-listed as GDS/ANTH. It will enrich both programs and may attract new students.*

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

*These courses were approved at a meeting of the GDS Program Committee involving representatives from six different disciplines. Anthropology and SCMS have been consulted and have given approval.*

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

*No new discipline designation is required.*

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

*Virtually every GDS course offering includes some study of Indigenous issues and perspectives from around the world. This proposed course will include countries and regions where Indigenous populations have been affected by complex humanitarian emergencies. Anthropological critiques of humanitarianism also focus on the power relations between humanitarian aid actors and Indigenous populations in the global South.*

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

*These courses will be eligible for PLAR.*

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

- a. Credit value

*No anticipated budgetary impact.*

- b. Class size limit

*No anticipated budgetary impact.*

- c. Frequency of offering

*It is expected that the course will be offered annually, but frequency will be adjusted to demand.*

- d. Resources required (labs, equipment)

*None anticipated.*

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

*No.*

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

*Typical costs for these courses will be tuition plus books. When possible the courses will draw readings from sources available through the UFV library or online at no cost. When this is not possible, we will endeavor to keep book costs below \$150.00.*

**CWC comments and responses:**

- The proposal does not include a sufficient rationale (or Dean's recommendation) for creating this as a cross-listed course. As per the recommendations of the 2016 Scheduling and Registration Task Force, the Dean's office should provide a rationale to support cross-listing. The Task Force also specified that, once approved a CL course may not use reserve seats on either offering and should split the maximum enrolment between both courses. Screening recommends that this be created as GDS 330 only.

*Please see Dean's Recommendation to cross-list the course attached (pdf of email from Jacqueline Nolte).*

- The committee suggests either deleting "Prior studies in GDS or ANTH recommended" from the prerequisites, or changing this to "45 university-level credits including three credits of ANTH or GDS".

*This has been changed to "9 credits of ANTH and/or GDS, or 45 university-level credits." If this is not acceptable, it can be changed to UEC's suggestion.*

**From:** [Geetanjali Gill](#)  
**To:** [Geetanjali Gill](#)  
**Subject:** Dean's recommendation for new GDS course on Humanitarian Aid  
**Date:** June 7, 2021 6:19:41 PM

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**From:** Jacqueline Nolte <Jacqueline.Nolte@ufv.ca>  
**Sent:** June 7, 2021 5:30 PM  
**To:** Geetanjali Gill <Geetanjali.Gill@ufv.ca>  
**Cc:** Sylvie Murray <Sylvie.Murray@ufv.ca>; Linda Parry <Linda.Parry@ufv.ca>  
**Subject:** RE: Dean's recommendation for new GDS course on Humanitarian Aid

Dear Geetanjali,

Please accept this email as an indication of my approval. I have discussed this with the Associate Dean of Students and I understand the purpose of the cross-listing.

I hope this email suffices for Amanda and UEC purposes.

Thank you,  
Jacqueline

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**From:** Geetanjali Gill <[Geetanjali.Gill@ufv.ca](#)>  
**Sent:** June 7, 2021 10:15 AM  
**To:** Jacqueline Nolte <[Jacqueline.Nolte@ufv.ca](#)>  
**Cc:** Sylvie Murray <[Sylvie.Murray@ufv.ca](#)>  
**Subject:** Dean's recommendation for new GDS course on Humanitarian Aid

Hello Jacqueline,

I hope you are well.

I am following up on an email sent by Stephen last week regarding a new GDS course that I am proposing that has already passed through CACC.

I need to send it to Amanda Grimson at UEC by June 9<sup>th</sup>. However, Amanda is asking for a 'Dean's recommendation' for this course to be cross listed with GDS and ANTH before it can be considered by UEC.

The course is GDS/ANTH 330 – Humanitarianism and Complex Emergencies (memo and outline are attached). (I successfully taught this course as a special topics course, cross-listed with ANTH, in the Fall of 2020, and I had mostly ANTH students taking the course). Before developing the new course outline for GDS 330, I consulted with ANTH as they were interested in having this course be a regular offering in ANTH as well. The course draws heavily upon anthropological perspectives and



approaches. I have also attached a pdf with emails from faculty in the ANTH department.

Thank you,

Geetanjali

**Dr. Geetanjali Gill**

Assistant Professor

Global Development Studies





ORIGINAL COURSE IMPLEMENTATION DATE: January 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2027  
 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> GDS 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Course Full Title:</b> Humanitarianism and Complex Emergencies<br><b>Course Short Title:</b> Humanitarianism & Emergencies<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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> GDS                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Calendar Description:</b><br><p>An exploration of the nature and impacts of humanitarian emergencies and humanitarian aid in the global South. Students learn to apply an anthropological perspective and use ethnographic texts to interrogate complex causes of humanitarian emergencies, encounters between humanitarian aid actors and recipients of aid, the humanitarian response, and development challenges faced by "post-conflict" countries.</p> <p>Note: This course is offered as GDS 330 and ANTH 330. Students may take only one of these for credit.<br/>                 Note: Students with credit for GDS 299C or ANTH 299H cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Nine credits of ANTH and/or GDS, or 45 university-level credits. .                                                                                                                                                                                                                                                                              |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <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>GDS 299C or ANTH 299H</b><br>Cross-listed with: <b>ANTH 330</b><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 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 checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Maximum enrolment (for information only):</b> 26<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>60</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>60</b></td> </tr> </table>                                                                                                                                                                                  |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                           | 60 | Tutorials/workshops |  | 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 |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 60        |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| 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> Stephen Piper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> February 4, 2021                                                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                            |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                           |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                        |  |

GDS 330

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:

- Analyze the nature of humanitarian emergencies and their causes and impacts in the Global South.
- Examine the nature and implications of humanitarian aid responses.
- Analyze the nature and implications of encounters between humanitarian actors and 'beneficiaries'.
- Apply anthropological and GDS perspectives, critiques, and approaches to humanitarian emergencies and aid.
- Apply qualitative data analysis techniques through the writing of a research paper.
- Present evidence-based arguments and original ideas concerning humanitarianism coherently in oral (e.g. peer-based discussions and presentations) and written forms (e.g. reflection papers, blog articles).

## 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.)*

This course will consist of lectures, presentations, guest lecturers, and in-class group work.

**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. Keen, D.                            | Complex Emergencies                                                                  | <input checked="" type="checkbox"/> | Polity              | 2008 |
| 2. Heintze, J., P. Thielborger (eds)   | International Humanitarian Action                                                    | <input checked="" type="checkbox"/> | Springer            | 2018 |
| 3. Burtcher, D., B. Stringer, J. Veran | Medecins sans Frontieres and Humanitarian Situations: An Anthropological Exploration | <input checked="" type="checkbox"/> | Routledge           | 2020 |
| 4. Bergman, C.                         | Another Day in Paradise: International humanitarian workers tell their stories       | <input checked="" type="checkbox"/> | Orbis Books         | 2009 |
| 5. Sliwinski, A.                       | A House of One's Own: The Moral Economy of Post-Disaster Aid in El Salvador          | <input checked="" type="checkbox"/> | McGill-Queens Press | 2018 |

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

## Typical Evaluation Methods and Weighting

|               |   |                                                                       |     |               |      |
|---------------|---|-----------------------------------------------------------------------|-----|---------------|------|
| Final exam:   | % | Assignments (e.g. reflection papers, blog articles, reports, briefs): | 45% | Portfolio:    | %    |
| Midterm exam: | % | Research paper:                                                       | 30% | Presentation: | 15%  |
| Lab work:     | % | Participation (group work, discussions, peer review):                 | 10% | Total:        | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Introductory module:

- Anthropology of humanitarian emergencies and aid
- Causes and nature of conflicts, crises, and complex emergencies

Impacts and manifestations of complex humanitarian emergencies module:

- Violence and war
- Displacement and famine

Responses to complex humanitarian emergencies module:

- Responding to famines and food aid
- Responding to displacement, natural disaster relief
- Responding to armed conflict, war, and medical aid and relief

Humanitarian aid system and actors module:

- Landscaping the humanitarian aid system
- Ethical issues, encounters, and ethnographies

Anthropological critiques of humanitarianism module:

- Neo-colonialism, power, agency
- Celebrity activism, public engagement, media representations
- Post-conflict societies; and from emergency to development



ORIGINAL COURSE IMPLEMENTATION DATE: January 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2027  
 Course outline form version: 10/27/2017

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ANTH 330                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                    |
| <b>Course Full Title:</b> Humanitarianism and Complex Emergencies<br><b>Course Short Title:</b> Humanitarianism & Emergencies<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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Department (or program if no department):</b> Global Development Studies                                                                                                                                                                                                                                                               |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GDS 330</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                           |
| <b>Calendar Description:</b><br>An exploration of the nature and impacts of humanitarian emergencies and humanitarian aid in the global South. Students learn to apply an anthropological perspective and use ethnographic texts to interrogate complex causes of humanitarian emergencies, encounters between humanitarian aid actors and recipients of aid, the humanitarian response, and development challenges faced by "post-conflict" countries.<br><br>Note: This course is offered as GDS 330 and ANTH 330. Students may take only one of these for credit.<br>Note: Students with credit for GDS 299C or ANTH 299H cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                           |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nine credits of ANTH and/or GDS, or 45 university-level credits. .                                                                                                                                                                                                                                                                        |
| <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>GDS 299C or ANTH 299H</b><br>Cross-listed with: <b>GDS 330</b><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>Transfer Credit</b><br>Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .)<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes<br>Submit outline for (re)articulation:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i> |
| <b>Department / Program Head or Director:</b> Chantelle Marlor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date approved:</b> March 24, 2021                                                                                                                                                                                                                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                         |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date approved:</b> May 7, 2021                                                                                                                                                                                                                                                                                                         |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                     |

**Memo for New Course**

To: UEC and Senate

From: Zoe Dennison, Psychology Department Chair

Date: March 11, 2021

**Subject: Proposal for new course (PSYC 311, Qualitative Methods in Psychology)**

1. *Rationale for new course:* This course fulfills two major goals. First, it significantly expands the psychology department's methodological offerings which, at present, are limited exclusively to quantitative approaches. In doing so, it places emphasis on research problems in the field of psychology and on the generation and analysis of psychological/behavioural data. This is particularly important since qualitative methods are becoming increasingly popularized in the discipline and have potential to be employed in all areas of psychological research. Second, it offers experiential learning opportunities in qualitative research design, data generation, and analysis. These are skills that will be useful to students seeking to continue their studies in graduate school as well as to students entering the workforce in a variety of sectors, including, healthcare, public service, and community development. Moreover, this course was previously run as a Selected Topics seminar (PSYC 491X) in the Fall 2020 semester and was well received by students.
2. *How this new course fits into program(s):* The psychology extended minor, major, and honours programs each require the completion of unspecified upper-level credits in psychology (15 for the extended minor, 27 for the major, 27 for the honours). PSYC 311 will offer students an option for completing this requirement. At present, psychology students are required to complete an introductory course in statistical analysis (PSYC 110) as well as a second-year quantitative methods course (PSYC 202) in order to declare their major. Students interested in more advanced methodological training can elect to take PSYC 301, which offers intermediate training in quantitative methods and data analysis and prepares students for completing an Honours thesis. The proposed qualitative methods course (PSYC 311) would be a companion course at the 300 level, offering methodological training in qualitative research design, data generation, and analysis. This addition would allow students to develop a more diverse range of methodological skills and would equip students interested in honours or directed study to build quantitative, qualitative, or mixed methods projects.
3. *Explain how the course learning outcomes align with the learning outcomes of the program(s):* The proposed course emphasizes rigorous methodological training, ethical research design, plural approaches to psychological phenomena, and critical reflection on/evaluation of research methods and findings. As such, it is particularly congruent with the following learning outcomes for the major:
  - LO6: Students will demonstrate their ability to apply research methods and statistical techniques to develop a psychological research question into scientifically appropriate procedure and corresponding data. They will conduct at least one original empirical investigation in which these skills are used throughout the development of a research project.

- LO7: Students will have an understanding of the basic ethical principles underlying psychological research, and will be able to use those principles to guide their research design.
  - LO9: Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations.
4. *Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?* No
  5. *Which program areas have been consulted about the course?* None
  6. *If a new discipline designation is required, explain why:* N/A
  7. *What consideration has been given to Indigenizing the curriculum?:* The proposed course works towards Indigenization and decolonization in two ways: First, the course emphasizes the relationship between epistemology and methodology, guiding students to consider a variety of epistemological approaches to psychological phenomena. Indigenous methodologies and ways of knowing are explicitly included in course content as part of this commitment, supported by readings from Indigenous methodologists. Second, the course emphasizes reflexivity, which provides opportunities for critical conversations regarding topics such as epistemological violence and the politics of representation. In these ways, the proposed course equips students to critically interrogate important ethical issues that arise in the development of research partnerships with Indigenous communities. For example, in a previous offering of the course as a Selected Topics seminar (PSYC 491X), two weeks of course material were devoted to discussions around community-based research ethics, epistemological violence, Indigenous psychology, and Indigenous methodology. This involved a guest presentation from two community-based researchers, including a member of the Indigenous community.
  8. *If this course is not eligible for PLAR, explain why:* N/A
  9. *Explain how each of the following will affect the budget for your area or any other area:* Impact on the budget is expected to be minimal, because enrolment and resource requirements are very similar to our other upper-level offerings.
  10. *Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?* No; N/A
  11. *Estimate of the typical costs for this course, including textbooks and other materials:* \$80-100



ORIGINAL COURSE IMPLEMENTATION DATE: January 2022  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2027  
 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> PSYC 311                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                               |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Qualitative Methods in Psychology<br><b>Course Short Title:</b> Qualitative Methods in Psyc.<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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                          |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>Focuses on the use of qualitative methods to examine psychological research problems. Topics include the historical and philosophical roots of qualitative methods in psychology and the design and implementation of qualitative research studies, including various forms of qualitative data collection (such as textual, observational, and ethnographic) and analysis (such as narrative, discursive, and phenomenological).<br><br>Note: Students with credit for PSYC 491X cannot take this course for further credit.                                                                                       |           |                                                                                                                                                                                                                                                                                                                                      |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | PSYC 101, PSYC 102, and one of the following: ANTH 255/MACS 255/SOC255, CRIM 220, KIN 301, KIN 400, or PSYC 202.                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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>PSYC 491X</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>                                                                                        |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <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" 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> 25<br><b>Expected Frequency of Course Offerings:</b><br>Annually <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Zoe Dennison                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> March 2021                                                                                                                                                                                                                                                                                                     |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                                  |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                 |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                |    |                     |  |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

## Learning Outcomes:

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

- Critically analyze the historical and philosophical underpinnings of qualitative research methods in psychology.
- Evaluate standards of methodological rigor in qualitative research.
- Apply techniques of qualitative data generation/collection (e.g., by conducting practice interviews, discourse analyses, and/or observations).
- Apply techniques of qualitative data analysis through the writing of a research report.
- Evaluate qualitative methodological practices and findings in published qualitative psychological research studies.
- Critically analyze ethical and social issues pertaining to qualitative methods in psychology.
- Examine the role of one's position as a researcher in the research process through the engaging of critical reflexivity.

## Prior Learning Assessment and Recognition (PLAR)

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

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

May include lecture, demonstration, seminar discussion, audio-visual presentation. This course may also be offered online or as a hybrid course.

**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. Wertz, F. J., Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. | <i>Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, &amp; Intuitive Inquiry</i> | <input checked="" type="checkbox"/> | The Guilford Press                        | 2011 |
| 2. Willig, C.                                                                               | <i>What can qualitative psychology contribute to psychological knowledge?</i> (journal article)                                                               | <input type="checkbox"/>            | <i>Psychological Methods</i>              | 2020 |
| 3. Braun, V. & Clarke, V.                                                                   | <i>Using thematic analysis in psychology</i> (journal article)                                                                                                | <input type="checkbox"/>            | <i>Qualitative Research in Psychology</i> | 2006 |
| 4.                                                                                          |                                                                                                                                                               | <input type="checkbox"/>            |                                           |      |

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

## Typical Evaluation Methods and Weighting

|                |   |              |     |                   |   |            |      |
|----------------|---|--------------|-----|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 50% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | % | Project:     | 50% | Practicum:        | % | Other:     | %    |
| Quizzes/tests: | % | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

**Details (if necessary):** May vary by instructor. For example, 4 substantial assignments, one pertaining to each of 4 modules in a course (each worth 25%). Alternatively, several small assignments (worth 50% total) and one larger research project (worth 50%).

## Typical Course Content and Topics

### Module 1: The Place of Qualitative Methods in Psychology

Week 1: Historical, Current, & Potential Future Role of Qualitative Methods in Psychology

Week 2: Philosophical and Methodological Roots of Qualitative Methods

Week 3: The Relationship between Quantitative and Qualitative Methods in Psychology: Possibility for Mixing Methods?

### Module 2: Research Design & Data Collection

Week 4: Qualitative interviews in Psychology

Week 5: Observational and Ethnographic Methods in Psychology

### Module 3: Analyzing Qualitative Data

Week 6: Thematic Analysis

Week 7: Phenomenological Analysis

Week 8: Discourse Analysis

Week 9: Narrative Analysis

### Module 4: Issues in Research: Quality, Ethics, & Reflexivity

Week 10: Establishing the Quality of Qualitative Research

Week 11: Ethics and Participant Involved in the Research Process

Week 12: Epistemological Violence and Indigenous Psychology/Methodology



**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Curtis Magnuson, Human Services Chair, School of Social Work and Human Services

Date: March 5, 2021

**Subject: Proposal to remove HSER 261 Social Policy and Issues on Aging and HSER 264 Workshop Series in Aging**

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

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

2. Rationale for change:

This proposal is to remove two Human Services gerontology elective courses from the University Calendar. Data recently received from Institutional Research confirms that neither of these courses has been offered for at least twenty years. The University website has no published official course outline for either course and the School cannot confirm if they were ever offered.

In Winter 2019, the School introduced a revised official course outline for HSER 160: Introduction to Aging & Working with Older Adults. This elective course was previously required by the Health and Human Services certificate program, which is no longer offered by the University; however, the School believe this course serves an important function in educating students on human services practice when working with older adults.

The identified courses, however, are not required by any program and have not been offered in more than 20 years if they ever were. The School speculates that a retired faculty member with a specialization in gerontology developed these courses but the School has no records related to either course. The University does not have a published official course outline for either.

**HSER 261: Social Policy and Issues on Aging**

**Prerequisite(s): SOWK 110**

This course will explore Canadian social policy on aging, both on a federal and provincial level. Topics include the impact of the social security system, mandatory retirement, the economic situation of the elderly, and other income maintenance schemes. Also included are a survey of services available for the aging population as well as social attitudes towards aging.

**HSER 264: Workshop Series in Aging – Current Developments in Caring for the Elderly**

**Prerequisite(s): None**

This course will consist of a group of 10 to 14 different workshops presented by experts in the field. Topics will vary from year to year and students should consult the Director for an exact list.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Not applicable
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
5. Which program areas have been consulted about the change(s)? Not applicable
6. What consideration has been given to indigenizing the curriculum? Not applicable
7. If this course is not eligible for PLAR, explain why: Not applicable
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 Not applicable
  - b. Class size limit Not applicable
  - c. Frequency of offering Not applicable
  - d. Resources required (labs, equipment) Not applicable
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Not applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable

**Memo for Course Changes**

To: FACE Curriculum Committee, UEC

From: Mark Friesen, Chair of the English Working Group

Date: March 1, 2021

**Subject: Proposal for revision of English 071**

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: Updating the link to the ABE Articulation Guide.

2. Rationale for change: Six-year review.

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?

Several opportunities are available for integrating First Peoples ways of knowing and learning into the curriculum: replacing lecturer-facilitated seminar discussions with talking circles; learning and practicing appropriate cultural protocols (e.g. acknowledgment of traditional territory); inviting elders as guest speakers; including placed-based learning activities; and assigning texts by Indigenous writers.

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: \$100.00

**CWC comment and response:**

- Course description indicates that this course is not designed for English Language Studies students, yet the prerequisites include EAP 064. Why is the note regarding ELS students being added to the calendar description?

*I believe this note should remain in the course descriptions for both ENGL 071 and 081, as has been the case in previous versions of the course outline. ELS students need more time and a lot more comprehensive language support for all language skills: reading, speaking and listening, vocabulary, pronunciation, grammar, and writing. In the ELS program, students can register for courses that address each of these discrete skills through specific approaches and resources, so students have the time and support necessary to develop the confidence they need. This level of support, however, is unavailable to them in our UUP ENGL courses, which are designed for native English speakers. Students who have achieved a C+ in EAP 064/074 will have demonstrated some of the fundamental skills required for entrance into ENGL 071/081, but before registering, they must be made explicitly aware that ENGL 071/081 are not "next level" courses in their EAP course of study but are entirely different in their demands and expectations. If advisors are not aware of these differences, they may advise registration in a course that isn't suited to a student's learning needs.*



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

January 2022

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

June 2027

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> ENGL 071                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                            |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Course Full Title:</b> Intermediate-Level English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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 Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Upgrading & University Preparation                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Calendar Description:</b><br>Develops proficiency in reading comprehension, paragraph composition, vocabulary development, sentence variety, grammar, punctuation, spelling, study skills, critical thinking, and interpersonal communication skills. An introduction to essay writing is included.<br><br>Note: This course is not designed for English Language Studies students.                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | One of the following: ENGL 063, (English 10 or any two English Language Arts 10 courses with a C- or better), Communications 11 with a C or better, Communications 12 with a C- or better, EAP 064 with a C+ or better, or UUP department permission (assessment required).                                                       |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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 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: (See <a href="#">bctransferguide.ca</a> )<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 (If yes, fill in transfer credit form.) |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <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>30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>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><b>Total hours</b></td> <td><b>90</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                             | 45 | Tutorials/workshops | 30 | Supervised laboratory hours (computer lab) | 15 | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>90</b> | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30        |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>90</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>Every semester (Every semester, Fall only, annually, etc.)                                                                                                                                                               |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Greg St. Hilaire                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                               |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                             |    |                     |    |                                            |    |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                      |  |

**ENGL 071**

**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. Demonstrate competence in sentence structure, punctuation and paragraph writing.
2. Write effective paragraphs in a range of rhetorical modes.
3. Write an essay.
4. Demonstrate fluency in reading comprehension, using a variety of materials.
5. Deliver an effective oral presentation to inform or persuade.
6. Demonstrate critical thinking skills in verbal and written work.

After completion of ENGL 071, students will meet the outcomes described for Intermediate-Level English in the 2020-2021 Adult Basic Education Articulation Guide available at <https://www.bctransferguide.ca/search/abe> (accessed from the 2020-2021 Guide, October 2020).

**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, in-class discussions, group work, journaling, student-led activities, guest speakers, assigned readings, and testing on the readings.

**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. Biays, J.               | <i>Along these Lines: Writing Paragraphs and Essays</i> | <input checked="" type="checkbox"/> | Pearson     | 2019 |
| 2. Anker, S.               | <i>Real Skills</i>                                      | <input checked="" type="checkbox"/> | Macmillan   | 2016 |
| 3. Maracle, L.             | <i>Sojourners and Sundogs: First Nations Fiction</i>    | <input checked="" type="checkbox"/> | Press Gang  | 2000 |
| 4. King, T.                | <i>Medicine River</i>                                   | <input checked="" type="checkbox"/> | Penguin     | 2005 |
| 5. Markandaya, K.          | <i>Nectar in a Sieve</i>                                | <input checked="" type="checkbox"/> | Createspace | 2013 |
| 6. Fawcett, S.             | <i>Grassroots</i>                                       | <input checked="" type="checkbox"/> | Cengage     | 2018 |
| 7. Lipschutz, G            | <i>The Canadian Writer's Workplace</i>                  | <input checked="" type="checkbox"/> | Nelson      | 2020 |

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

None.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 10% | Assignments: | 60% | Field experience: | % | Portfolio: | %    |
| Midterm exam:  | %   | Project:     | %   | Practicum:        | % | Other:     | 15%  |
| Quizzes/tests: | 15% | Lab work:    | %   | Shop work:        | % | Total:     | 100% |

**Details (if necessary):**

Assignments include paragraph and essay writing (outlines, drafts, and redrafts) and journals. "Other" includes a presentation and in-class writing activities.

**Typical Course Content and Topics**

1. Reading and discussing texts from a variety of genres
2. Developing skills in writing paragraphs and essays using various methods of development
3. Participating in class discussions and delivering an oral presentation
4. Developing skills in grammar usage and style

**Memo for Course Changes**

To: FACE Curriculum Committee, UEC

From: Mark Friesen, Chair of the English Working Group

Date: March 1, 2021

**Subject: Proposal for revision of English 081**

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: Updating the link to the ABE Articulation Guide.

2. Rationale for change: Six-year review.

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?

Several opportunities are available for integrating First Peoples ways of knowing and learning into the curriculum: replacing lecturer-facilitated seminar discussions with talking circles; learning and practicing appropriate cultural protocols (e.g. acknowledgment of traditional territory); inviting elders as guest speakers; including placed-based learning activities; and assigning texts by Indigenous writers.

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: \$125.00

**CWC comment and response:**

- Course description indicates that this course is not designed for English Language Studies students, yet the prerequisites include EAP 074. Why is the note regarding ELS students being added to the calendar description?

*See response to ENGL 071 comment.*





ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

January 2022

COURSE TO BE REVIEWED (six years after UEC approval): June 2027

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> ENGL 081                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Advanced-Level English<br><b>Course Short Title:</b> Advanced-Level English<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 Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department:</b> Upgrading & University Preparation                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>University preparatory course that develops skills in the writing process, reading, critical thinking, literary analysis, research, grammar, and oral communications. Emphasis is placed on developing essay writing skills.<br><br>Note: This course is not designed for English Language Studies students.                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: English 071, (English 10 or any two English Language Arts 10 courses with a C+ or better), (English 11 or any English Language Arts 11 course with a C or better), Communications 12 with a B or better, CPT score of 41 or better, EAP 074 with a C+ or better, or UUP department permission (assessment 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:<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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit                                                   |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <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>45</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>90</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                      | 45 | Tutorials/workshops | 45 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>90</b> | <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><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> |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>90</b> |                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                       |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected Frequency of Course Offerings:</b><br>Every Semester <i>(Every semester, Fall only, annually, etc.)</i>                                                                                                                                                                 |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Greg St. Hilaire<br><b>Faculty Council approval:</b><br><b>Dean/Associate VP:</b> Sue Brigden<br><b>Campus-Wide Consultation (CWC):</b><br><b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> April 9, 2021<br><b>Date approved:</b> April 9, 2021<br><b>Date approved:</b> April 9, 2021<br><b>Date of posting:</b> June 4, 2021<br><b>Date of meeting:</b> June 18, 2021                                                                                                                                         |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |                                                                                                                                                                                                                                                                                                                                                     |  |

**Learning Outcomes:**

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

1. Read and respond critically to literature, essays, and other topical readings.
2. Apply pre-writing, revising, and editing skills in order to produce paragraphs and essays in a variety of rhetorical modes.
3. Gather, evaluate, and organize information into a research assignment.
4. Participate effectively in oral/aural communications and deliver an effective oral presentation to inform or persuade.
5. Apply appropriate study skills, including summarizing, note-taking, and test-taking strategies.

After completion of ENGL 081, students will meet the outcomes described for Advanced English in the 2020-2021 Adult Basic Education Articulation Guide available at <https://www.bctransferguide.ca/search/abe> (accessed from the 2020-2021 Guide, October 2020).

**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, class discussions, collaborative group work, guest speakers, attendance at a local play or event.

**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. Langan, J.              | <i>College Writing Skills with Readings (Cdn. Ed)</i>  | <input checked="" type="checkbox"/> | McGraw Hill          | 2019 |
| 2. Norton & Green          | <i>Essay Essentials with Readings</i>                  | <input checked="" type="checkbox"/> | Nelson               | 2019 |
| 3. Hacker, D.              | <i>A Canadian Writer's Reference</i>                   | <input checked="" type="checkbox"/> | Bedford St. Martin's | 2019 |
| 4. Anker, S.               | <i>Real Writing</i>                                    | <input checked="" type="checkbox"/> | Bedford St. Martin's | 2019 |
| 5. Alexie, S.              | <i>The Absolutely True Diary of a Part-Time Indian</i> | <input checked="" type="checkbox"/> | Little, Brown, & Co. | 2017 |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

Assignments include paragraphs, essays, and a research assignment. "Other" includes an oral presentation, journals, and in-class writing activities.

**Typical Course Content and Topics**

1. Reading and analyzing texts from a variety of genres
2. Developing skills in writing essays using various methods of development
3. Developing research skills
4. Participating in class discussions and completing assignments on various genres of literature
5. Delivering an oral presentation
6. Reviewing grammar usage and style

**Memo for Course Changes**

To: FACE Curriculum Committee, UEC

From: Mark Friesen, Chair of the English Working Group

Date: March 1, 2021

**Subject: Proposal for revision of English 091**

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: Updating the link to the ABE Articulation Guide.

2. Rationale for change: Six-year review.

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?

Several opportunities are available for integrating First Peoples ways of knowing and learning into the curriculum: replacing lecturer-facilitated seminar discussions with talking circles; learning and practicing appropriate cultural protocols (e.g. acknowledgment of traditional territory); inviting elders as guest speakers; including placed-based learning activities; and assigning texts by Indigenous writers.

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: \$125.00

**CWC comment and response:**

- Why is the prerequisite for ENGL 091 (C- in English 12) lower than for ENGL 081 (C in English 12), yet they both seem to meet the same essential outcome (prereqs for ENGL 105)? Should there be greater consistency between these two courses?

*The prerequisite discrepancy is an oversight that seems to have been missed since the 2015 revisions, so thanks for catching that! The list of English 12 prerequisites has been removed entirely from the attached ENGL 081 course outline, which I believe addresses the consistency issue and makes much better sense overall. I would further clarify that, while both ENGL 081 and 091 meet the same essential UFV outcome (prereqs for ENGL 105), ENGL 091 has the unique additional outcome of satisfying the Grade 12 English requirement for B.C. Adult Graduation Diploma. This is useful for ABE students who are working to complete an Adult Dogwood Diploma but do not intend to take university level courses.*


**ORIGINAL COURSE IMPLEMENTATION DATE:**
**REVISED COURSE IMPLEMENTATION DATE:**

January 2022

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

June 2027

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> ENGL 091                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                   |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Course Full Title:</b> Provincial-Level English<br><b>Course Short Title:</b> Provincial-Level English<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 Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department:</b> Upgrading & University Preparation                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Calendar Description:</b><br>University preparatory course that introduces students to fiction, poetry, and drama at the Grade 12 level, preparing them for the challenges of post-secondary English courses. Development of essay-writing skills is a major component of this course. This course satisfies the Grade 12 English requirement of the B.C. Adult Graduation Diploma (adult secondary completion).                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of the following: ENGL 081, (English 11 or any English Language Arts 11 course with a C or better), (English Studies 12, English First Peoples 12, or English 12 with a C- or better), ENGL 099, CPT score of 41 or better, or UUP department permission (assessment 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:<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 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: (See <a href="#">bctransferguide.ca</a> )<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>Grading System</b><br><input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected Frequency of Course Offerings:</b><br>Every semester <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>Lecture/seminar hours</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">45</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>90</b></td> </tr> </table> |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                    | 45 | Tutorials/workshops | 45 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities |  | Other contact hours: |  | <b>Total hours</b> | <b>90</b> |  |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>90</b> |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Department / Program Head or Director:</b> Greg St. Hilaire                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> April 9, 2021                                                                                                                                                                                                                                                                                                      |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                     |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                    |    |                     |    |                             |  |                                                              |  |                              |  |                      |  |                    |           |  |  |

**Learning Outcomes:**

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

1. Analyze literature from a variety of genres including Indigenous First Peoples and Canadian literature.
2. Describe the value of studying literature.
3. Write critical literary essays and produce writing on demand.
4. Gather, evaluate, synthesize, and organize information into a research paper using an appropriate documentation style.
5. Participate effectively in oral/aural communications and deliver a researched-based oral presentation.
6. Demonstrate readiness for the reading and writing requirements of post-secondary English courses.

After completion of ENGL 091, students will meet the outcomes described for English: Provincial Level Literature-Based in the 2020-2021 Adult Basic Education Articulation Guide available at <https://www.bctransferguide.ca/search/abe> (accessed from the 2020-2021 Guide, October 2020).

**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, class discussions, collaborative group work, guest speakers, attendance at a local play or event.

**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. Kennedy & Gioia         | Literature: An Introduction to Fiction, Poetry & Drama or similar anthology of short fiction, poetry and drama | <input checked="" type="checkbox"/> | Pearson              | 2016 |
| 2. Hacker, D.              | A Canadian Writer's Reference                                                                                  | <input checked="" type="checkbox"/> | Bedford/St.Martin's  | 2019 |
| 3. Wagamese, R.            | Indian Horse                                                                                                   | <input checked="" type="checkbox"/> | Douglas & McIntyre   | 2012 |
| 4. Robinson, E             | Monkey Beach                                                                                                   | <input checked="" type="checkbox"/> | Vintage              | 2001 |
| 5. Gowda, S.               | Secret Daughter                                                                                                | <input checked="" type="checkbox"/> | William Morrow       | 2012 |
| 6. Laurence, Margaret      | The Stone Angel                                                                                                | <input checked="" type="checkbox"/> | New Canadian Library | 1988 |

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

Assignments include several essays and a research paper. "Other" includes an oral presentation, journals, and in-class writing activities.

**Typical Course Content and Topics**

1. Reading and analyzing literature from a variety of genres: fiction, poetry, drama, and a novel
2. Discussing literary terms in the analysis of works studied
3. Developing skills in writing essays in response to literature using appropriate structure, development techniques, and literary conventions
4. Developing research skills to write a research paper using an appropriate documentation style
5. Delivering a research-based oral presentation
6. Reviewing grammar usage and style

**Memo for Course Changes**

To: FACE Curriculum Committee

From: Greg St. Hilaire

Date: Nov 18, 2020

**Subject: Proposal for discontinuance of MATH 094**

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: Course has been replaced by MATH 092. MATH 094 hasn't been run in six years.
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:
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)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A

**Memo for Course Changes**

To: FACE Curriculum Committee

From: Greg St. Hilaire

Date: Nov 18, 2020

**Subject: Proposal for discontinuance of MATH 095**

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: Course has been replaced by MATH 093. MATH 095 hasn't been run in six years.
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:
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)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: N/A



**CWC comment and response (MATH 094 and MATH 095):**

- MATH 094 and MATH 095 have been used for many years as the equivalent to BC Mathematics 12, so these courses are listed in a multitude of areas in the current academic calendar – course prerequisites and academic entrance requirements. Even though these courses have not been offered in 6 years, there still will be far-reaching consequences of this change. Many departments/programs may still want to keep MATH 094/095 listed with a discontinuation note for students who may have completed these courses when they were last offered. Has the department identified every department/program area which needs to know about this change and have they been informed?

*When we created the MATH 092 and 093 courses, we informed the receiving departments that these were replacing MATH 094 and 095. We didn't advocate for not accepting 094 and 095 as pre-requisites. I also don't see a problem with having the courses listed as pre-requisites with discontinuation notes. However, the structure and outcomes are out of date and we will not be offering these courses instead of 092 and 093. One ongoing problem is that we have been contacted by students that were advised to take 094 and 095 which has caused some confusion.*

**Memo for New Course**

To: Samantha Pattridge, Chair of UEC.

From: Linda Pardy, Chair of Program Working Group

Date: June 7, 2021 REVISED with added preface in response to CWC feedback

**Subject: Proposal to pilot a new course (University Studies Tutorial UNIV 102)**

**Overview:** In response to feedback from various stakeholders I want to clarify what seems to be some miscommunication circulating about this proposed tutorial. As a preface to the standard New Course Memo (see blue font section following) please note:

1. This is a **PILOT** project only and offering this tutorial does not mean that it will continue beyond the pilot without a thorough review and evaluation. The College of Arts Dean's office will review the pilot by late March 2022 and will bring the report back to UEC. **At this time, we are seeking approval to offer the tutorial for the 2021-22 academic year only (Fall, Winter, Summer).**
2. Students **will not be required** to take the tutorial. The choice to take the tutorial will strictly be up to the individual students. The College of Arts and International will promote this opportunity to students, but the decision to enrol in the tutorial will be completely student driven.
3. This tutorial is designed in response to the expressed needs of students, faculty, and department heads. The preliminary data informing the pilot comes from a student focus group, an institutional GPA report, observations from department heads, and narratives from academic misconduct and appeal cases. **The pilot is hoping to address the following:**
  - i. Prevent students from being placed on academic warning. Currently there are 699 students with a GPA between 2.3 & 2.0 that have 9 or more credits. Many of them have taken UNIV 101 or CSM 104. About half of these students have more than 40 credits, but there are 335 students with between 10 – 40 credits and for this group the tutorial could be the factor that enables them to improve their standing without having to repeat courses.
  - ii. Enable students, who are on academic warning or who need a specific GPA to be admitted into a program, to seek the additional support they need to reach their goals.
  - iii. Provide targeted support to students finding themselves having to repeat courses such as CMNS 125 or ENG 105 more than twice in order to pass.
  - iv. Prevent students from having to bear the added costs associated with having to repeat courses. There is a growing number of students repeating courses. For example, recently there have been requests from Academic Advising asking for dean's permission for students to do more than 5 course repeats in order to graduate.
  - v. Enable students, who find themselves at any point in the semester struggling, to salvage the course or their entire semester. Students do not enter a course

expecting to fail, but we are seeing a growing number of students facing significant challenges several weeks into the semester and not being able to pull themselves back on track. Faculty are reporting they have students that are simply abandoning their courses without withdrawing, which then results in the instructor having to submit a final grade of F. This is stressful for faculty and doing a disservice to students – as they collect F grades.

- vi. Provide targeted support to students who continue to struggle with academic integrity even after engaging with ASC. Students are reporting they appreciate the support ASC provides, but at the same time find the support is not always helping with discipline specific strategies or assignments. The international student focus group reported not trusting peer-to-peer support and therefore are seeking additional qualified faculty support.
  - vii. Prevent students from using third party tutoring services or systems (e.g., Chegg or Course Hero) that in turn are causing them academic integrity issues without being aware of the potential harm – not to mention the financial costs the students are bearing for third party tutoring.
  - viii. Provide students, who have taken UNIV 101 or CSM 104, but are looking for additional theory-to-practice support (especially as they engage in various disciplinary specific learning contexts) an opportunity to proactively seek the academic support they need to produce quality work and demonstrate their learning effectively.
  - ix. Reduce student stress. Faculty are receiving a growing number of poor quality assignments and realize that students are extremely stressed. The number of PASS referrals faculty make is growing. Many students, new to post-secondary learning, are in need of a learning community where they are taught and supported to produce their best work and gain confidence. This is especially true for students as they come off being online for over a year. While faculty work hard to build community and to address individual student questions during office hours this is still proving to be not enough time for many students.
4. The creation of the tutorial engaged in thorough **consultation**. Phase one of the consultation process included James Mandigo, Mark Brosinski, David Johnston, Dave McGuire, and each of the faculty teaching UNIV 101 and CSM 104. At the centre of all phase one discussions was ensuring the solution was first and foremost to support student success and capacity building. The second consultation phase included Elaine Newman, Michelle Rhodes, Dale McCartney, Hannah Celinski, Samantha Pattridge, John Pitcher, Sue Bridgen, Dea Freschi, and Karen Davies. This process included multiple meetings and revisions to the tutorial. Their feedback has been taken into consideration and has shaped the proposed tutorial. The College of Arts is aware that ongoing consultation is required through the pilot and its evaluation.
5. The tutorial is **not financially unfair to students**. While students will have to pay for the tutorial, the cost of the tutorial is far less than the costs students accrue when they have to pay two,

three and four times to retake courses before they pass, or when they have to take an entire additional semester to repeat courses. The tuition for the tutorial is also less than third party tutoring services that UFV students are using, and it is far less in terms of cost and risk of misconduct than the cost of third party contract cheating. The focus group students pointed out that they are always nervous about the quality of free tutoring, but then unsure about the quality of paid third party tutoring. As the pilot is optional for students, it will be students that will determine if the investment is worth the tuition for the tutorial.

6. The tutorial **is not a duplication of UNIV 101 or CSM 104**. Not all students take UNIV 101 and CSM 104, but even when they do there are students still needing additional theory-to-practice learning as they adjust to post-secondary expectations. Also students often take UNIV 101 or CSM 104 in their first semesters when they have not yet discovered the area of study that interests them the most or before they realize how challenging some university courses can be. As a result, by the time the student has either found their area of study or starts to experience learning challenges, courses like UNIV 101 or CSM 104 may have been forgotten. Unlike UNIV 101 or CSM 104 the tutorial is framed using differential learning and individualized praxis. It incorporates customized strategies to address a variety of intellectual modes of inquiry that are identified by the student and the field of study or specific courses they are pursuing. Students work collaboratively with the tutorial facilitator to identify their skills gaps and learn how to bridge transferable skills from one discipline to another. UNIV 101 or CSM 104 each cover very specific learning strategies commonly needed by post-secondary students in general. They are both foundation learning skills courses. However, neither course is designed for students needing to rebound or needing to gain specific disciplinary learning strategies.
7. For the pilot, the **tutorial will not count** towards credit for a student's program because:
  - a. Various academic areas, while they recognized the tutorial's learning outcomes are academic and at a university level, recommended that students not be able to use the tutorial as a way to simply bump up their GPA without them being able to demonstrate their ability to improve their academic standing in the required courses for the credential they are seeking.
  - b. Should the tutorial be used for credit towards a credential, students would only have access to this support once and there could be situations where a student may need this level of support over two semesters in order to fully bounce back!
  - c. Enrolment planning for 2021-22 did not include the creation of the tutorial and as it is a pilot the College of Arts was advised to ensure it did not take enrolment away for upgrading and elective courses across the institution.
  - d. Discussions with Michelle Rhodes around the possibility of the pilot tutorial being used for credit in the Diploma in General Studies are underway, but more information about the students who elect to take the tutorial is needed yet.
8. The College of Arts realizes that **institutional policy** cannot be used to require students to take the tutorial. Specifically, Policy 86, Course Repeat and Policy 92 Undergraduate Continuance, are

both policies that fall under responsibility of the Provost & VP Academic and that need updating. The College of Arts is committed to support the review of these policies starting in Fall 2021.

In closing this section, we are committed to conducting further research of concepts like the proposed tutorial and evaluating this pilot project very closely. Should students not enrol, their grades not improve, or if we don't receive promising feedback the tutorial concept will not be brought back for approval as an ongoing course in the Spring of 2022. However, if we do not attempt to address challenges facing our students responsively, then we are negligent in supporting students to transform their lives.

**Below is the memo that was originally presented following approval at CACC.**

**Rationale for new course:** The College of Arts has an opportunity to [pilot](#) a tutorial concept designed to support students gaining specific skills needed to achieve academic success, develop a supportive learning community, improve their GPA, tackle a required course that might not fit their individual learning preference, or rebound their academic standing. The aim of this proposed pilot is to provide students with both a proactive approach to academic success, as well as extra support to improve their academic standing if needed. The tutorial will help students build various intellectual modes of inquiry, decipher instructor assignment expectations, develop a commitment to time management and workload planning, and develop skills designed to improve their confidence as a learner and member of an engaged learning community.

It is growing more common for students, for a wide variety of reasons, to find themselves needing additional academic learning support. Over the past several years the College of Arts has learned students are seeking paid tutoring support from a variety of sources, with some turning to third party companies such as Chegg.com. These services are not serving students well. In fact, services like Chegg are creating conditions that can encourage academic misconduct behaviours. The College of Arts has also tried a variety of different strategies such as the International Peer Support program and the Collegium as a study space. Faculty continue to promote the use and engagement with the Academic Success Centre (ASC) and the Library. And while these university supports are extremely valuable, there remains a growing concern about students still expressing the need for additional tutoring and a growing number of students not academically succeeding. UFV has also seen a dramatic increase in the number of students needing to repeat courses in order to pass, being placed on academic probation, or graduating with a CGPA barely above 2.0. The dean's office regularly hears from students and faculty about the disconnect in academic preparedness and the stress it is causing.

This tutorial is not a substitute for the valuable support services that ASC and the Library provide. It is an opportunity to create targeted support, specific to each student's academic course selection that provides a proactive and trusted source of tutoring that students can rely on and that is directly aligned to the course(s) they are registered in. It is an opportunity for students to develop their own learning communities and seek support when they need it.

Students will be able to register for the tutorial, much like a learning lab that runs along side their other courses. The tutorial will supplement their learning through focused development of knowledge practices and the academic skills they need to succeed.

The tutorial will run using two delivery options. Both options will include face-to-face and online support. Students will be able to register for full semester support for three credits OR register for two-week blocks throughout the semester for one credit. This way students can register at multiple points in the semester as they determine they need targeted support.

How this new course fits into program(s): For the pilot, the tutorial course will not be applied to credit towards program requirements. The tutorial at this time is not designed to fit into a program. The pilot will be evaluated after the first year, and at that time reviewed to determine if moving forward it could be used towards program requirements.

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

1. Explain how the course learning outcomes align with the learning outcomes of the program(s): The learning outcomes for the tutorial align to learning needed for success in any program. They are not specific to program outcomes.
2. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? N/A
3. Which program areas have been consulted about the course? International, Communications and English have been consulted. (see memos of support from CMNS and ENGL). In addition, Academic Advising and the BIS program have been consulted. David Johnston has been consulted and is working on how the tutorial could be timetabled and set up for registration. All feedback has been incorporated into this memo and the course outline.
4. If a new discipline designation is required, explain why: N/A
5. What consideration has been given to indigenizing the curriculum? This tutorial will aid learners to decode and better understand the assignments in their other courses. The framework used in the course follows the tenets of Indigenization as it explores academic inquiry as one way of creating and sharing knowledge, employs a collaborative approach to build reciprocity, and teaches skills and approaches that are immediately relevant to learners as they apply them in other courses. In addition, offering support to students who are historically marginalized within the institution, this tutorial is developed in the spirit of The Truth and Reconciliation Commission's Calls to Action number 7: "to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians." Although this tutorial does not specifically target Indigenous students, it is meant to support historically marginalized students (including Indigenous students) in overcoming some of the implicit barriers that continue to reproduce educational inequality.
6. If this course is not eligible for PLAR, explain why: Because this is a tutorial and does not meet specific program requirements it is not eligible for PLAR. Also it is designed as a support lab where students that already have developed prior learning around the knowledge practices and skills acquired through the tutorial would have no use for the tutorial.

7. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 1 credit (15 hr) option, with the option to move to variable credits if appropriate following pilot.
    1. A 1 credit (15 hr) option, whereby 3, 15hr/ 1 credit tutorials = 1, 3 credit (45hr).  
NOTE: for Fall 2021 the pilot will begin by using the 1 credit option.
  - b. Class size limit 36 students will be used to calculate the budget, but a cost-benefit analysis will be conducted as part of the pilot evaluation.
  - c. Frequency of offering Each semester.
  - d. Resources required (labs, equipment)
8. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required.
9. Estimate of the typical costs for this course, including textbooks and other materials: This course will not require students to purchase any additional textbooks or materials beyond those they have purchased for the other classes in which they are enrolled.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021  
**REVISED COURSE IMPLEMENTATION DATE:**  
**COURSE TO BE REVIEWED** (six years after UEC approval): June 2027  
**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> UNIV 102                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 1 credit, with the option to move to variable credits if appropriate following pilot <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Course Full Title:</b> University Studies Tutorial<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 Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Arts Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Calendar Description:</b><br><p>This tutorial builds intellectual modes of inquiry needed for university success. In small tutorial working groups, students will practice a variety of learning, reading, conceptualizing, planning, and text deconstructing strategies that they can use to comprehend assignment expectations and develop a systematic approach to working through learning materials for courses they are registered in.</p> <p>Note: Credit for the tutorial cannot be used towards credit in a program and will result in additional credits beyond credential requirements.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Permission of Arts Studies department head.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | At least one course 100-level or above.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <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:<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 type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit<br><b>Maximum enrolment (for information only):</b> 36<br><b>Expected Frequency of Course Offerings:</b><br>Every semester <i>(Every semester, Fall only, annually, etc.)</i> |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td>12</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>3</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>15</b></td> </tr> </table>                                                                                         |           | Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Tutorials/workshops | 12 | Supervised laboratory hours |  | Experiential (field experience, practicum, internship, etc.) |  | Supervised online activities | 3 | Other contact hours: |  | <b>Total hours</b> | <b>15</b> |  |  |
| Lecture/seminar hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Supervised laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Experiential (field experience, practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Supervised online activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Department / Program Head or Director:</b> Linda Pardy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> May 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> May 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> May 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> June 4, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> June 18, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                     |    |                             |  |                                                              |  |                              |   |                      |  |                    |           |  |  |



UNIV 102

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes:

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

- Decode assignment guidelines.
- Use assignment guidelines to break down assignments into manageable units of work.
- Practice receiving and implementing feedback.
- Create a reading and coursework plan to manage workload and ensure that assignments meet instructor expectations.
- Demonstrate effective use of strategic reading skills to decode different text types and read for a specific purpose.
- Demonstrate the use of discussion strategies for active class participation and contribution to class discussions.
- Compare exemplars of successful and unsuccessful assignments.
- Reflect on course learning and explain how learning will be applied in future courses and assignments.

## 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.*)

Small group discussion, collaborative group work, project-based 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.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

## Typical Evaluation Methods and Weighting

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

**Details (if necessary):** To receive a grade for the tutorial students must receive 80%. Completion and quality work will be evaluated using a portfolio system that includes self-evaluation, reflection and a transfer of learning plan.

## Typical Course Content and Topics

- Academic inquiry review and guiding principles practice. Reading for specific purposes, selecting and applying effective reading strategies. Practice receiving feedback, proof reading and planning to meet deadlines.
- Discussion strategies: Using texts as a focus for discussion, creating discussion questions and leading a discussion, substantiating opinion with textual evidence, responding to texts and questions.
- Analyzing assignments: Analyzing assignment guidelines to identify instructor expectations, identifying key components of common assignment types.
- Student success: Identifying characteristics of successful and unsuccessful assignments, breaking down assignments to manage workload, creating a work plan to manage workload and foster accountability.
- Reflection and self-evaluation: Transfer of learning planning.

**Memo for Program Changes**

To: Undergraduate Education Committee (UEC)

From: Karen Klenk, Program Coordinator UFV Certified Dental Assistant program

Date: May 31, 2021

**Subject: Program changes to UFV Certified Dental Assistant program**

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:
  - o Modification to calendar description to application process information and basis for admission decisions

2. Rationale for change(s):

Rationale for modification to calendar description of application process and basis for admission decisions in CDA program:

**Updates are required to the calendar description for application process and basis for applicant decision making currently outlined in the calendar. These changes will provide better alignment and reflect the criteria that the CDA faculty feel is most relevant when selecting the best suited candidates during the selection process. These changes will not hinder or impact student admissions. This includes the removal of allocating a point to applicants who reapply to the program a second time. Faculty feel this should not be a consideration when scoring points to applicants and that other criteria better reflects the selection process for choosing applicants who are best suited to succeed in the program and the dental field.**

**Remove the essay topic description in the calendar so faculty have the ability to modify and change the application essay topic for different cohort groups.**

**Removal of the statement of work/volunteer experience for applicant point allocation and change to work experience. This better reflects how applicant points are granted and aligns with the confidential reference form used by the CDA program. Points are allocated for applicants who**

have significant experience working in the healthcare field (including dental office experience). Program does consider volunteer experience under the category of work experience if it is a minimum of 6 months and associated within a healthcare setting when allocating applicant points.

Removal of statement that indicated that applicants who meet minimum requirements who are not selected will have their application held for consideration for the next intake. This process does not reflect changes implemented by admissions, therefore statement should be removed from the calendar.

Calendar updates also reflects minor edits to application process and language.

If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **Proposed changes to the CDA program does not impact/change the current program outcomes or how they align with the Institutional Learning Outcomes.**

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? **Not applicable, no additional resources would be required as a result of these proposed program changes.**
5. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
**The projected number of students effected would be the typical annual program cohort of 24 students. Proposed changes would not change expected increase/decrease to enrollment numbers for the program.**
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?  
**N/A**
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.) **N/A**
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. **N/A**
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. **This is not required as there will not be any budgetary implications with these program changes.**

## Certified Dental Assistant certificate

Certified Dental Assistants are essential members of the dental health care team, working toward the common goal of providing quality oral care for dental clients. Individuals who have a passion for helping people, enjoy working with their hands, and are team players are most likely to be successful and will find this to be a rewarding career.

The 10-month (September–June) Certified Dental Assistant certificate program is designed to provide students with opportunities to develop the knowledge, skills, values, and attitudes necessary for employment as a certified dental assistant. This program combines lectures and clinical practice in preparation for a career in private practice, dental clinics, and other public health facilities. Students gain extensive clinical experience throughout the program. In addition to working at the UFV Dental Clinic, the curriculum includes two practica, which provide full-time experience in a dental office.

Because this program is accredited by the Commission on Dental Accreditation, graduates are eligible to write the National Board Exam and then register with the College of Dental Surgeons of B.C.

### Entrance requirements

The Certified Dental Assistant program has limited entry and not all academically qualified applicants are admitted. For more information see Basis of Admission Section.

1. B.C. secondary school graduation or equivalent with:

- o Completion of each of the following two courses with a minimum grade of C:
  - Anatomy and Physiology 12, Biology 12 (BIO 093), or BIO 111
  - English Studies 12 or English First Peoples 12, ENGL 099, or ENGL 091

1. B.C. secondary school graduation or equivalent, and a minimum grade of C in the following two courses: (English Studies 12, English First Peoples 12, ENGL 099, or ENGL 091) and (Anatomy and Physiology 12, Biology 12, or BIO 093).

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.

Students who are currently enrolled in Grade 12 must provide letter by April 10 from their counsellor verifying that prerequisite courses are in progress and will be successfully completed, and that they are expected to graduate. Please submit correspondence to the School of Health Studies.

**Commented [KK1]:** The BC high school electronic transcript exchange allow UFV to receive automatic updates so this is no longer required.

2. Students registering in post-secondary level courses will be required to meet the English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar

3. Attendance at a program information session is highly recommend for all ~~"complete"~~ applicants. At this time applicants will be provided with an overview of the program. At the information session, applicants will also be required to write an application essay.

**Commented [KK2]:** Program invites all interested applicants to information sessions, not just complete applicants to ensure we have enough applicants to fill program seats.

4. A work reference-(using the confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)) and a personal reference from non-relatives.

5. A health assessment indicating fitness to practice. Health questionnaire forms will be included in the letter of notification regarding an information session. Completed forms should be brought to the interview or submitted prior to interview. Signed medical certificate indicating physical fitness and emotional stability. (Form will be provided at information session.)

6. Two full days spent in a dental office observing office routine and dental procedures. (Forms to be signed by the dentist). Dental office observation form (to be signed by dentist). Two full days spent in a dental office observing office routine and dental procedures. Applicants are encouraged to complete and submit this document prior to the interview.

7. A satisfactory interview with the program faculty, who will assess applicants':

- o Knowledge of and motivation towards a career as a dental assistant;
- o Financial preparation;
- o Communication skills;
- o Experience with patients in the health-care field as a volunteer and/or employee; and
- o Experience in working with the public.

#### **Other Information**

The following is required of admitted students

1. Completion of an immunization program. (Immunization forms will be included with the letter of acceptance.
2. A certificate of dental oral health. (A form to be signed by the dentist will be included with the letter of acceptance.)
3. Successful completion of a security clearance check. Upon admission to the CDA program, and in accordance with the B.C. Government's Criminal Records Review Act, UFV requires all students who participate in a practicum to pass a criminal record check through the Ministry of Public Safety and Solicitor General. For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's websiteCriminal record check forms will be provided upon admission to the program.
4. Current Standard First Aid with CPR-C or Emergency First Aid with CPR-C or CPR-HCP. Must be completed or current prior to start of the winter semester). Students are strongly encouraged to complete prior to starting the program.

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

### **When to apply**

Applications ~~open on Oct 1<sup>st</sup> are accepted on a continuous basis throughout the year.~~ Applications should be received by January 31<sup>st</sup> ~~to ensure consideration~~ for the Fall intake. ~~Qualified applicants are considered for the next intake in which there is space.~~

Applications are accepted on a continuous basis throughout the year until seats are filled. See [Continuous application process](#) for more information.

## How to apply

1. Apply online at [ufv.ca/admissions/apply](https://ufv.ca/admissions/apply) and submit the following documents to the Office of the Registrar:
  - Proof of B.C. secondary school graduation or equivalent. ~~(current secondary school students may apply starting October 1 of their grade 12 year) except for secondary school students, who may apply once they are registered in Grade 12).~~
  - Official transcripts from all post-secondary institutions attended.
  - Official transcripts from secondary schools attended. For students currently in Grade 12, final grades are required by August 3.
  - CDA program application (available at [ufv.ca/registrar/forms](https://ufv.ca/registrar/forms)).

Once these documents have been received by the Office of the Registrar, an application date will be recorded and the application will be forwarded to the Certified Dental Assistant program.

~~2. Submit all remaining documents to the School of Health Studies, Chilliwack campus:~~

- ~~◦ Dental Assisting program application (available at [ufv.ca/registrar/forms](https://ufv.ca/registrar/forms)).~~
- ~~◦ Work reference letter (using the Dental Confidential reference form available at [ufv.ca/registrar/forms](https://ufv.ca/registrar/forms)).~~
- ~~◦ Personal reference letter.~~

## ~~Additional documents~~ 2. Documents required for a complete application:

~~Submit all remaining documents to the School of Health Studies, Chilliwack campus:~~

- Work reference letter (see confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms))
- Personal reference letter
- Health assessment form (completed and signed)
- Dental oral health certificate form
- Dental office observation form

- ~~Dental Assisting application form.~~
- ~~Proof of B.C. secondary school graduation or equivalent.~~
- ~~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.~~
- ~~Work/volunteer reference letter (using the Dental Confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).~~
- ~~Personal reference letter.~~

~~Note 1: Additional health forms required for acceptance into the CDA program will be provided at the information session. Applicants whose prerequisites are completed will have first priority for the seats available. Those with incomplete prerequisites decrease their chances of being accepted into the program.~~

- 3. ~~Attendance at a program information session is required for all "complete" applicants. At this time applicants will be provided with an overview of the program as well as additional forms (Medical, Dental Office Observation, Dental Exam, Immunization record, Criminal Record Search, Interview questionnaire) that must be completed prior to acceptance into the program. At the information session, applicants will also be required to write an application essay outlining why they want to become a CDA.~~

**Commented [KK3]:** Faculty would like to remove this statement so faculty have the ability to modify/change the application essay topic for different cohort groups.



3. An interview with a program faculty member is also required.

~~5.4.~~ Applicants will be accepted based on points achieved on the applicant rating form.

~~6.5.~~ Applicants will be notified in writing (via email) regarding their acceptance. Upon admission to the program, applicants will be provided with registration information. A deposit is required by a specified date in order to reserve a seat in the program. This money will be applied toward tuition fees. If applicants do not register for courses and pay course deposits, their place will be given to the next person on the program waiting list and they must reapply to the program.

~~7.6.~~ If applicants meet the minimum requirements but are not selected to the class, their application will be held for consideration for the next intake. If applicants are not selected for a second intake, they will be required to re-apply.

**Commented [KK4]:** UFV admissions has changed this process so this section should be removed to reflect this change.

## Basis for admission decision

Students will be rated based on the points achieved on the applicant rating form. Points will be given for academic performance on prerequisite courses, work/volunteer experience, personal essay, reference(s), and personal interview.

The requirements will be rated as follows:

1. **Academic prerequisites:** The higher the applicant GPA on required academic prerequisites, the more points awarded.
2. **Work/volunteer experience:** Points will be allocated for dental office experience according to duration. Experience in working with the public and volunteer experience will also be awarded points, again according to the nature and duration of the experience. **Work experience:** Points will be allocated for dental office/healthcare field experience (employee/volunteer) and for experience working with the public. Points are awarded according to nature and duration of the experience. **Letter of reference:** Applicants will be awarded points depending on

the content of their letter of reference (see confidential reference form available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).

- 3.
4. ~~Persistent efforts to upgrade:~~ Applicants will be awarded a point for persistent interest in the program as evidenced by efforts to upgrade, and repeated applications.
5. **Application essay:** All applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.
6. **Interview:** Applicants will be given points related to their knowledge of dental assisting, organizational skills, planning of financial aspects, management of commitments, communication skills, knowledge of own learning, and problem-solving skills. The interview is intended to help determine readiness to enter the CDA program.

**Commented [KK5]:** This does not accurately reflect how applicant points are granted. Dental and other healthcare experience are considered equally valuable. Volunteer work has to be substantial and is most relevant if it is associated within a healthcare setting. Public sector experience as important and additional points are granted for this, but are separate than dental/healthcare experience.

**Commented [KK6]:** Applicants must reapply to program each year and candidates are selected based on specific criteria to ensure the best suited applicants are chosen; those who have the highest chance for success in the program/CDA field. Most often if an applicant is required to reapply a second time it is because they are not an ideal candidate for the program. CDA faculty would like to see this criterion removed from the point system process.

Applicants with the highest number of points will be given priority for program seats.

## Program-specific fees

The CDA program has special fees. Please see [ufv.ca/registration/fees-and-payments/program-fees](http://ufv.ca/registration/fees-and-payments/program-fees) for program-specific fees.

Students should be prepared to meet other additional costs of approximately \$2,000. This includes the purchase of uniforms, surgical caps, lab coats, shoes, protective eyewear, textbooks, workbooks, and lab fee supplies. Students should also be prepared for the additional cost to complete the CPR Level C certification.

## Fees and additional costs

See the [Fees and Other Costs](#) section.

Requirement — Certified Dental Assistant (CDA)

Upon completion of the UFV Certified Dental Assistant certificate program, and prior to practising as a Certified Dental Assistant, students will need to write the [National Dental Assisting Board](#) Examination and will need to register with and be licensed by the [College of Dental Surgeons of B.C.](#) Additional fees will be assessed by these bodies.

The following fees are reflective of the 202019/210 fees, and are subject to change for 20210/221.

National Dental Assisting Examining Board (NDAEB): \$700-525

- College of Dental Surgeons of B.C.:
  - Application fee: \$337-354
  - Temporary licence: \$12.92-12.50/month
  - Criminal record check: \$28

Note: Registration and licensing fees are subject to annual increases.

**Commented [KK7]:** Remove – should not have fees included in academic calendar that are external to UFV.



## MEMO

**To:** Samantha Pattridge, UEC Chair  
**From:** David McGuire, Associate Vice President, International  
**CC:** David Johnston, Registrar; Sue Brigden, Dean, Faculty of Access & Continuing Education; Amanda Grimson, UEC Assistant  
**Date:** 2021-05-31  
**Re:** Acceptance of the DuoLingo English Proficiency Test

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As the COVID-19 pandemic continues, universities worldwide continue to rethink and adapt new approaches to academic program offering and delivery. While the process of adapting to new approaches has, at times, been bumpy, a common thread has been a focus on the interests of the students.

While all students have been impacted by the effects of the pandemic, international students have faced a number of additional challenges. In addition to the suspension of in-person classes, these students have also had challenges in securing study permits amid consular office closures as well as challenges with the availability of standardized English proficiency tests such as IELTS.

Last year, UFV, along with other institutions, approved a motion to accept the DuoLingo English Test (DET) as a measure of English proficiency during the COVID-19 pandemic. They included the [University of Toronto](#) where a DET score of 120 is accepted as equivalent to an IELTS score of 7.0; [McGill University](#), where a DET score of 115 is accepted as equivalent to an IELTS score of 6.5; and [Mount Allison University](#), where a DET score of 110 is accepted as equivalent to an IELTS score of 6.5.

The DuoLingo English Test (DET) remains attractive to international students because its robust security features allow for the test to be taken at home, it is affordable, and it provides swift test results.

UFV International liaised with both the Dean of the Faculty of Access and Continuing Education, and the English Language Studies department regarding the benchmarking of DuoLingo scores to the various ELS program levels and the following entry points were considered acceptable:

DET Score 70-79: Entry 050-level (Intermediate)  
DET Score 80-89: Entry to 060-level (Advanced I)  
DET Score 90-99: Entry to 070-level (Advanced II)  
DET Score 100-109: Entry 080-level (Academic)

Given these ranges, DET (score of 110) was approved as an acceptable English proficiency metric on a temporary basis for degree/diploma level English proficiency up to and including the Fall 2021 intake. The committee members of UEC wanted to see additional data on student academic performance before extending the approval of DET for a period beyond this. With that in mind, UFV International consulted with Institutional Research & Planning and the following data was compiled:

| <b>Student Type</b>   | <b>Number of Students</b> | <b>Credit Level GPA</b> |
|-----------------------|---------------------------|-------------------------|
| Duolingo Score >= 110 | 31                        | 2.65                    |
| All Others            | 240                       | 2.84                    |

The above table outlines average credit level GPA of new students (excluding FVI transfers) coming into UFV in fall and winter (202009 and 202101) with an ELPV score of 100 and a DET score of at least 110 AND average credit level GPA of new students (excluding FVI transfers) coming into UFV in fall and winter (202009 and 202101) with an ELPV score of 100, but without a DET score of at least 110 ("All Others").

Looking at the data by credential type, we see the following. (This data is a subset of the data above, for both fall and winter):

| <b>Credential Type</b> | <b>Student Type</b>   | <b>Number of Students</b> | <b>Credit Level GPA</b> |
|------------------------|-----------------------|---------------------------|-------------------------|
| Baccalaureate Degree   | Duolingo Score >= 110 | 17                        | 2.88                    |
|                        | All Others            | 99                        | 2.92                    |
| Diploma                | Duolingo Score >= 110 | 13                        | 2.43                    |
|                        | All Others            | 121                       | 2.84                    |

*Note: The Qualifying Studies program is included in the Diploma level.*

While the above data does show a slight dip in academic performance as measured by GPA, it is not such a dip that might cause immediate concern in terms of considering an extension given these extenuating circumstances. UFV International is requesting that this approval be extended to include applications through to winter 2023. (Note that UFV typically receives applications to the fall semester beginning in October.)

Thank you.



David McGuire  
Associate Vice President, International

**Memo for New Course**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for new course (insert title of course)**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):

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

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

3. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

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

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

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

7. In what ways does this curriculum contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). ~~What consideration has been given to indigenizing the curriculum?~~

7-8. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

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

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

~~a. Credit value~~

~~b. Class size limit~~

~~c. Frequency of offering~~

~~d. Resources required (labs, equipment)~~

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

9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

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

**Memo for Course Changes**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for revision of (insert title of course)***Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

## 2. Rationale for change:

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

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

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

6. In what ways does this curriculum (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

~~6.7. What consideration has been given to indigenizing the curriculum?~~8. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?~~7. If this course is not eligible for PLAR, explain why:~~



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

~~a. Credit value~~

~~b. Class size limit~~

~~c. Frequency of offering~~

~~d. Resources required (labs, equipment)~~

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

9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

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



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval):  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|-----------------------------------|--|--------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Code and Number:                                                                                                                                                                                                                                                                                                                                                                                                                               | Number of Credits: <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Course Full Title:                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Course Short Title: (To be assigned by OReg based on university standards.)                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Faculty: Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                              | Department (or program if no department):                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Calendar Description:</b><br><i>The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.</i>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Note: Students with credit for _____ cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-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>Course Details</b><br>Special Topics course: <a href="#">[click to select]</a><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <a href="#">[click to select]</a><br>Grading System: <a href="#">[click to select]</a><br>Delivery Mode: <a href="#">[click to select]</a><br>Expected frequency: <a href="#">[click to select]</a><br>Maximum enrolment (for information only): |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Typical Structure of Instructional Hours</b><br><table border="1"> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><a href="#">[click to select]</a></td><td></td></tr> <tr><td><b>Total hours</b></td><td><b>0</b></td></tr> </table> | <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <a href="#">[click to select]</a> |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br><a href="#">[click to select]</a><br><b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <a href="#">[click to select]</a><br>Submit outline for (re)articulation: <a href="#">[click to select]</a><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i> |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <a href="#">[click to select]</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                   | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                              | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                      | Date of meeting:                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                   |  |                                   |  |                                   |  |                                   |  |                    |          |                                                                                                                                                                                                                                                                                                                                                                                   |

**Commented [AG1]:** Wording revised to "concise but meaningful" and word limit removed. Consider student perspective and providing better info for students about what the course entails. What does a student need to know to sign up for a course?

**Commented [AG2]:** "Dual-listed with" has been removed. This is most appropriate on graduate course outlines, and will be included as a note in the calendar description on applicable undergraduate courses.

**Commented [AG3]:** Special Topics course options: No / Yes

**Commented [AG4]:** Directed Studies course options: No / Yes; cannot be repeated for credit / Yes; no limit on repeats / Yes; 1 repeat for credit / Yes; 2 repeats for credit / Yes; 3 repeats for credit

**Commented [AG5]:** Grading System options: Letter Grades / Credit/No Credit

**Commented [AG6]:** Delivery mode options: May be offered in multiple delivery modes / Face-to-face only / Online only / Hybrid only / Condensed only

**Commented [AG7]:** Expected frequency options: Every semester / Twice per year / Annually / Fall only / Winter only / Summer only / Every other year / Every three years / Infrequent

**Commented [AG8]:** Sample drop-down menus have been created; selections may need to be further revised. Link to definitions on UEC website will be included.

**Commented [AG9]:** Hours options: Lecture/seminar / Tutorials/workshops / Supervised laboratory hours (computer lab) / Supervised laboratory hours (design lab) / Supervised laboratory hours (science lab) / Experiential (cultural/elder learning or participation) / Experiential (field trip) / Experiential (internship) / Experiential (work-integrated learning) / Practicum

**Commented [AG10]:** PLAR options: PLAR is available for this course / PLAR cannot be awarded for this course because:

**Commented [AG11]:** Transfer credit options: No / Yes

**Commented [AG12]:** Link to transfer credit form.

[COURSE]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

*(5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning.)*

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

- Example: Articulate basic criteria that have been used to determine a work of literature's place in the Western literary canon.
- Example: Identify the historical circumstances - political, social, economic, and artistic - leading to the production of posters.
- Example: Develop persuasive public relations messages for target audiences.
- Example: Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues. this section for supplies and materials for all sections of this course.

**Commented [AG13]:** Links will direct to a UEC webpage that directs to various resources:  
 - Bloom's Taxonomy  
 - Teaching and Learning booklet  
<https://www.ufv.ca/media/assets/teaching-learning-centre/forms/Developing-Learning-Outcomes-booklet.pdf>  
 - Pulling Together: A guide for curriculum developers  
<https://opentextbc.ca/indigenizationcurriculumdevelopers/>

## Institutional Learning Outcomes *(Indicate which ILOs this course contributes to. ILOs that are not applicable should be deleted.)*

This course contributes to the students' ability to meet the following institutional learning outcomes:

- Demonstrate information competency.
- Analyze critically and imaginatively.
- Use knowledge and skills proficiently.
- Initiate inquiries and develop solutions to problems.
- Communicate effectively.
- Pursue self-motivated and self-reflective learning.
- Engage in collaborative leadership.
- Engage in respectful and professional practices.
- Contribute regionally and globally.

## Recommended Evaluation Methods and Weighting *(should align to learning outcomes)*

|                   |   |                   |   |                   |   |
|-------------------|---|-------------------|---|-------------------|---|
| [click to select] | % | [click to select] | % | [click to select] | % |
| [click to select] | % | [click to select] | % | [click to select] | % |

**Commented [AG14]:** Evaluation options: Final exam / Quizzes/tests / Assignments / Project / Lab work / Field evaluation / Practicum / Shop work / Portfolio / Holistic assessment

**Details** *(itemize assignments if more than 50%, and provide any other relevant information):*

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

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, download Supplemental Texts and Resource Materials form.)*

| Type                 | Author or description | Title and publication/access details | Year |
|----------------------|-----------------------|--------------------------------------|------|
| 1. [click to select] |                       |                                      |      |
| 2. [click to select] |                       |                                      |      |
| 3. [click to select] |                       |                                      |      |
| 4. [click to select] |                       |                                      |      |
| 5. [click to select] |                       |                                      |      |

**Commented [AG15]:** Instructional methods section has been removed, as this varies by instructor and should be included on syllabus.

**Commented [AG16]:** Add link: bcopentext.ca

**Commented [AG17]:** Link to be added.

**Commented [AG18]:** Resource type options: Indigenous knowledge / OER book / Textbook / Article / Journal / Video / Online resource / Other

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

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

## Course Content and Topics

Content related to the learning outcomes can be listed by topic, unit, or module. Please provide one or more examples for special topics courses. Approximately 50-250 words.

**Commented [AG19]:** Need to provide good examples of content by weeks, units, and modules.



## **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.



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**MEMORANDUM**

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**TO:** Samantha Pattridge, Chair UEC

**FROM:** David Johnston, University Registrar

**DATE:** June 18, 2021

**RE:** Health Care Assistant – For Information

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COVID-19 has increased the need for health care assistants in long-term care and assisted living services. As part of B.C.'s response to COVID-19, UFV has partnered with the Province of British Columbia to provide a coordinated employment and education pathway for Health Care Assistants (HCA). Through the Health Career Access Program, successful applicants will start in a health care support worker position and receive paid training that leads to full qualification as a Health Care Assistant.

Those interested in beginning a career as a HCA will use the government process to apply to the Health Career Access Program and follow those requirements once accepted. The local health authority will present candidates to the School of Health Studies and UFV will instruct the students and award them their credential upon completion.

Therefore, UFV is not currently accepting applications directly for the Health Care Assistant certificate at this time. UFV's regular application process will resume at the completion of the government initiative.





### UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2021-22

| AREA REPRESENTED                                            | TERMS OF OFFICE          | MEMBER                                                      |
|-------------------------------------------------------------|--------------------------|-------------------------------------------------------------|
| <b>Voting Members</b>                                       |                          |                                                             |
| Vice-Chair, Registrar (or designate)                        | Ongoing                  | David Johnston                                              |
| <b>9 faculty members, at least 2 from Senate</b>            |                          |                                                             |
| Faculty (senator)                                           | 08-01-2021 to 07-31-2024 | Gilmour Jope, Faculty of Access & Continuing Education      |
| Faculty (senator)                                           | 08-01-2019 to 07-31-2022 | Sven van de Wetering, Faculty of Social Science             |
| Faculty (senator)                                           | 08-01-2019 to 07-31-2022 | Shelley Stefan, Faculty of Humanities                       |
| Faculty (senator)                                           | 08-01-2021 to 07-31-2024 | Amber Johnston, Faculty of Health Sciences                  |
| Faculty                                                     | 08-01-2020 to 07-31-2022 | Adrianna Bakos, Faculty of Humanities                       |
| Faculty                                                     | 08-01-2021 to 07-31-2023 | Vanessa Radzmiski, Faculty of Science                       |
| Faculty                                                     | 08-01-2020 to 07-31-2022 | Carl Janzen, Faculty of Professional Studies                |
| Faculty (senator)                                           | 08-01-2021 to 07-31-2024 | Dana Landry, Faculty of Humanities                          |
| Faculty                                                     | 08-01-2021 to 07-31-2023 | Samantha Pattridge, Faculty of Humanities                   |
| <b>2 deans or associate deans</b>                           |                          |                                                             |
| Dean                                                        | 08-01-2021 to 07-31-2024 | Sue Brigden, Dean, Faculty of Access & Continuing Education |
| Dean                                                        | 08-01-2021 to 07-31-2024 | Linda Pardy, Associate Dean of Students, College of Arts    |
| <b>1 academic advisor</b>                                   | 08-01-2020 to 07-31-2022 | Bobby Jaswal, Student Services                              |
| <b>1 staff</b>                                              | 08-01-2020 to 07-31-2022 | Kelly Guiaya, School of Social Work & Human Services        |
| <b>2 undergraduate students</b>                             |                          |                                                             |
| Student (senator)                                           | 08-01-2021 to 07-31-2022 | Ravneet Sohal                                               |
| Student                                                     | 08-01-2021 to 07-31-2023 | Sarbjot Nijjar                                              |
| Associate VP, Teaching and Learning (or designate)          | Ongoing                  | Claire Hay (designate)                                      |
| University Librarian (or designated librarian) (ex officio) | Ongoing                  | Martin Warkentin (designate)                                |
| <b>Ex-Officio Non-Voting Members</b>                        |                          |                                                             |
| Provost & Vice-President, Academic (or designate)           | Ongoing                  | Randy Kelley (designate until July 31, 2024)                |
| AVP, Research, Engagement & Graduate Studies (or designate) | Ongoing                  | Garry Fehr                                                  |
| Executive Director, International Education                 | Ongoing                  | David McGuire                                               |
| Senior Advisor on Indigenous Affairs                        | Ongoing                  | Shirley Hardman                                             |
| Manager, Enrolment Planning                                 | Ongoing                  | Donna Alary                                                 |
| AVP, Institutional Research and Integrated Planning         | Ongoing                  | Vladimir Dvoracek                                           |
| Director, Advising Centre                                   | Ongoing                  | Elaine Newman                                               |
| Coordinator, Program Development & Quality Assurance        | Ongoing                  | Bruce Kirkley                                               |
| <b>Administrative Support</b>                               |                          |                                                             |
| UEC Assistant/Calendar Editor, Office of the Registrar      |                          | Amanda Grimson                                              |

**CURRENT MEMBERSHIP: 26 members - 18 voting members and 8 non-voting members**

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

Current as of April 19, 2021

**UEC MEETING DATES AND AGENDA DEADLINES 2021/22**

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

| <b>Meeting Dates<br/>&amp; Room</b>         | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|---------------------------------------------|-----------------------------------------------|
| <b>September [TBD], 2021</b><br>TBD — 10 am | UEC meeting and retreat                       |
| <b>October 1, 2021</b><br>TBD — 10 am       | September 22, 2021                            |
| <b>October 29, 2021</b><br>TBD — 10 am      | October 20, 2021                              |
| <b>November 26, 2021</b><br>TBD — 10 am     | November 22, 2021                             |
| <b>December 17, 2021*</b><br>TBD — 10 am    | December 8, 2021                              |
| <b>January 24, 2022</b><br>TBD — 10 am      | January 24, 2022                              |
| <b>February 21, 2022</b><br>TBD — 10 am     | February 21, 2022                             |
| <b>March 21, 2022</b><br>TBD — 10 am        | March 21, 2022                                |
| <b>April 18, 2022</b><br>TBD — 10 am        | April 13, 2022                                |
| <b>May 20, 2022</b><br>TBD — 10 am          | May 11, 2022                                  |
| <b>June 17, 2022</b><br>TBD — 10 am         | June 8, 2022                                  |

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