

## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING February 26, 2021 - 10:00 AM Zoom

## AGENDA

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1. APPROVAL OF THE AGENDA

### 2. APPROVAL OF UEC MINUTES

5 - 8 **2.1.** UEC draft minutes: January 29, 2021

MOTION: To approve the draft minutes as presented.

### 3. COURSES AND PROGRAMS

### 9 - 18 **3.1. Creative Arts**

New course: THEA 105, Reading and Writing About Drama

Changes to program requirements: Theatre major and extended minor

MOTION: To approve the THEA 105 course outline as presented.

MOTION: To approve the changes to the Theatre major and extended minor as presented, effective September 2021.

### 19 - **3.2. Health Studies**

<u>Changes including corequisites and total hours</u>: DENT 130 <u>Changes including credits, corequisites, and total hours</u>: DENT 131 <u>Changes including title, credits, and corequisites</u>: DENT 132 <u>Changes including credits and corequisites</u>: DENT 134 <u>Changes including corequisites</u>: DENT 136, 137 <u>Changes including credits, corequisites, total hours, and course number</u>: DENT 150 (formerly DENT 152A)

**Discontinuation: DENT 145** 

MOTION: To approve the DENT course outlines as presented.

MOTION: To approve the discontinuation of DENT 145 as presented.

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| Page        |      |  |  |  |  |
|-------------|------|--|--|--|--|
| 41 -<br>64  | 3.3. | Information Studies<br><u>Review with changes including title and total hours</u> : LIBT 100<br><u>Review with changes including title, pre/corequisites, and total hours</u> : LIBT 11<br><u>Review with changes including title, prerequisites, and total hours</u> : LIBT 120<br><u>Review with changes including title and total hours</u> : LIBT 140, 145, 205      |  |  |  |
|             |      | MOTION: To approve the LIBT course outlines as presented.  |  |  |  |
| 65 -<br>68  | 3.4. | Social Work and Human Services<br><u>New course</u> : SOWK 460, Special Topics in Social Work  |  |  |  |
|             |      | MOTION: To approve the SOWK 460 course outline as presented.   |  |  |  |
| 69 -<br>89  | 3.5. | Agriculture<br><u>Changes including prerequisites</u> : AGRI 143<br><u>Changes including total hours</u> : AGRI 238<br><u>Changes including prerequisites and total hours</u> : AGRI 254   |  |  |  |
|             |      | <u>Changes to program requirements</u> : Agriculture Technology diploma<br><u>Changes to program requirements</u> : Horticulture Crop Production and Protection<br>certificate<br><u>Changes to program requirements</u> : Livestock Production certificate  |  |  |  |
|             |      | MOTION: To approve the AGRI course outlines as presented.  |  |  |  |
|             |      | MOTION: To approve the changes to the Agriculture Technology diploma as presented, effective September 2021.   |  |  |  |
|             |      | MOTION: To approve the changes to the Horticulture Crop Production and Protection certificate as presented, effective September 2021.  |  |  |  |
|             |      | MOTION: To approve the changes to the Livestock Production certificate as presented, effective September 2021.   |  |  |  |
| 90 -<br>118 | 3.6. | Engineering<br><u>New course</u> : CHEM 116, Structured Programming for Engineers<br><u>New course</u> : ENGR 115, Engineering Optics<br><u>New course</u> : ENGR 123, Engineering Design I: Design and Drafting<br><u>New course</u> : ENGR 124, Engineering Design II: Design and Sustainability<br><u>New course</u> : ENGR 153, Structured Programming for Engineers |  |  |  |
|             |      | Changes to program requirements: Engineering Transfer program  |  |  |  |
|             |      | MOTION: To approve the CHEM 116 course outline as presented.   |  |  |  |
|             |      | MOTION: To approve the ENGR course outlines as presented.  |  |  |  |
|             |      |  |  |  |  |

MOTION: To approve the changes to the Engineering Transfer program as

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presented, effective September 2021.

#### 119 -3.7. Mathematics and Statistics

138

Review with changes including total hours: MATH 343 Change to prerequisites: STAT 106 Review with changes including total hours: STAT 271 Review with changes including prerequisites and total hours: STAT 315

Changes to program requirements: Mathematics major

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

MOTION: To approve the changes to the Mathematics major as presented, effective September 2021.

#### 3.8. Science 139 -

149 Changes to entrance and program requirements: Associate of Science

> MOTION: To recommend the changes to the Associate of Science as presented, effective September 2021.

#### 150 -3.9. Arts

#### 164 Changes to program requirements: Bachelor of Arts

MOTION: To approve the changes to the Bachelor of Arts Foundational (Core Competencies) requirements, including the Science Literacy (Science requirement), as presented, effective September 2021.

MOTION: To approve the change to the Bachelor of Arts Second Language Competency requirement as presented, effective September 2021.

MOTION: To approve the change to the Bachelor of Arts Civic Engagement requirement as presented, effective September 2021.

MOTION: To approve the change to the Bachelor of Arts Intercultural Engagement requirement as presented, effective September 2021.

#### 165 -3.10. Fine Arts

169

## Addition of Communications minor: Bachelor of Fine Arts

MOTION: To approve the addition of the Communications minor to the Bachelor of Fine Arts as presented, effective September 2021.

## 4. OTHER BUSINESS/DISCUSSION ITEMS

#### 4.1. Admissions 170 -

174 Change to calendar information: Visiting Students Creation of admission category: Open Studies

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MOTION: To approve the revisions to Visiting Student regulations as presented.

MOTION: To approve renaming Studying for General Interest to Open Studies and the revisions to the regulations as presented.

## **4.2. Program Development and Quality Assurance**

Revision to approval process: Associate certificates

MOTION: To approve revision of the approval process for associate certificate proposals to remove the requirement for approval of a concept paper in instances where a higher-level credential in a closely related area already exists.

### 4.3. APPC report

### 4.4. Senate report

- 4.5. Senate Teaching and Learning Committee report
- 4.6. Policy Subcommittee report

### 5. INFORMATION

176 - 5.1. Program suspension renewal: Aircraft Structures Technician certificate

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6. ADJOURNMENT



### UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

January 29, 2021 10:00 AM - A225 Abbotsford Campus

### **DRAFT MINUTES**

| DDESENT   | Donna Alary, Adrianna Bakos, Sue Brigden, Vlad Dvoracek, Claire Hay, Carl Janzen, Amber Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, Rashad Mammadov, David McGuire, |
|-----------|--|
| FRESENT.  | Elaine Newman, Linda Pardy, Samantha Pattridge, Teresa Arroliga-Piper, Shelley Stefan, Sven  |
|           | van de Welening, and Martin Warkentin  |
| ABSENT:   | Garry Fehr, Peter Geller, Kelly Guiaya, Shirley Hardman, Bobby Jaswal, and Tripat Sandhu   |
| OUFOTO.   | Tetsuomi Anzai, Margret Bollerup, Sarah Graham, Zina Lee, Chantelle Marlor, Carolyn  |
| GUESTS:   | MacLaren, Marlene Murray, John Pitcher, and Christine Slavik   |
| RECORDER: | Amanda Grimson   |

#### 1. APPROVAL OF THE AGENDA

#### MOTION:

To approve the agenda with the addition of item 4.5, Policy 21: Undergraduate Course and Program Approval. CARRIED

#### 2. APPROVAL OF UEC MINUTES

- **2.1.** UEC draft minutes: December 18, 2020
  - MOTION:

To approve the draft minutes as presented. CARRIED

#### 3. COURSES AND PROGRAMS

#### 3.1. Political Science

Review with changes including equivalent courses: POSC 335

#### MOTION:

To approve the POSC 335 course outline as presented. CARRIED

#### 3.2. English

<u>Review with changes including title</u>: ENGL 214, 301, 369, 380 <u>Review with changes including title and prerequisites</u>: ENGL 228 <u>Review with changes including prerequisites</u>: ENGL 270, 378, 381

#### MOTION:

To approve the ENGL course outlines as amended:

**UEC Draft Minutes** 29 Jan 2021 ENGL 378 prerequisites changed to "ENGL 208 and (one other 200-level ENGL course or one of FILM 110, FILM 120, FILM 260, MEDA 100, or THEA 206)." CARRIED 3.3. Child, Youth, and Family Studies Changes including prerequisites: CYC 210 Changes including title and prerequisites: CYC 220 Changes to program and entrance requirements: Bachelor of Arts in Child and Youth Care MOTION: To approve the CYC course outlines as presented. CARRIED MOTION: To recommend the changes to the Bachelor of Arts in Child and Youth Care as presented, effective September 2021. CARRIED 3.4. Creative Arts New course: FILM 260, Video Production Techniques I New course: FILM 261, Video Production Techniques II New course: FILM 360, Video Production III: Storytelling and the Director New course: FILM 361, Video Production IV: Short Film Project Discontinuation: VA 160, 261 Changes to program requirements: Visual Arts major, extended minor, minor, and diploma New course: THEA 105, Reading and Writing About Drama Review with changes including title and prerequisites: THEA 121 Review with changes including title: THEA 123 New course: THEA 125, Technical Theatre III: Technical Controls for Performance Review with changes including prerequisites: THEA 399 Review with changes: THEA 499 Changes to program requirements: Theatre major and extended minor There was a question regarding the equivalency between THEA 105 and ENGL 130, and whether ENGL 130 should satisfy the requirements for the Theatre programs that include THEA 105. T. Anzai (School of Creative Arts) will consult with the English department and bring THEA 105 and proposed changes to the Theatre programs back to UEC's February meeting. MOTION: To approve the FILM course outlines as presented. CARRIED

UEC Draft Minutes 29 Jan 2021

#### MOTION:

To approve the discontinuation of VA 160 and VA 261 as presented. CARRIED

#### MOTION:

To approve the changes to the Visual Arts major, extended minor, minor, and diploma as presented, effective September 2021. CARRIED

#### **MOTION:**

To approve the THEA course outlines as presented. WITHDRAWN

#### MOTION:

To approve the THEA course outlines as presented with the exception of THEA 105.

CARRIED

#### 3.5. Criminology and Criminal Justice

Discontinuation: CRIM 129, 201, 202, 203 Change to prerequisites: CRIM 265 Changes including title and prerequisites: CRIM 479 Change to prerequisites: CRIM 480

<u>Changes to entrance and program requirements</u>: Criminal Justice diploma <u>Changes to entrance and program requirements</u>: Bachelor of Arts (Criminal Justice)

#### MOTION:

To approve the discontinuation of CRIM 129, 201, 202, and 203 as presented. CARRIED

#### MOTION:

To approve the CRIM course outlines as amended:

• CRIM 265 learning outcome #7: "Acknowledge" will be changed to "Reflect on".

CARRIED

### MOTION:

To recommend the changes to the Criminal Justice diploma as presented, effective September 2021. CARRIED

#### **MOTION:**

To recommend the changes to the Bachelor of Arts (Criminal Justice) as presented, effective September 2021. CARRIED

#### 3.6. Mathematics and Statistics

Changes to entrance and program requirements: Data Analysis Postbaccalaureate certificate UEC Draft Minutes 29 Jan 2021

#### MOTION:

To recommend the changes to the Data Analysis Post-baccalaureate certificate as presented, effective September 2021. CARRIED

#### 4. OTHER BUSINESS/DISCUSSION ITEMS

#### 4.1. Micro-credential Pilot Project

A pilot micro-credential will be offered in response to a Ministry call for proposals. Additional information may be available for the March UEC meeting to discuss how micro-credentials should be treated at UFV.

#### 4.2. Policy 21: Undergraduate Course and Program Approval

#### MOTION:

To recommend the changes to Policy 21 as presented. CARRIED

### 5. INFORMATION ITEMS

5.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines) ENGL 302, 303, 304, 306, 313, 316 MATH 270/STAT 270 STAT 272, 307, 330, 430, 431

### 5.2. Upcoming UEC vacancies

### 6. ADJOURNMENT

The meeting was adjourned at 12:03 pm.

#### Memo for New Course

To: CACC, UEC

From: Tetsuomi Anzai, SoCA Director

Date: 25-September-2020

#### Subject: Proposal for new course THEA 105: Reading and Writing About Drama

- Rationale for new course: Since English discontinued ENGL 130 and since Theatre revised THEA 101 to emphasize attending live performances and learning to critically view live performance, we have observed that program students are entering 200-level theatre studies courses (particularly THEA 203 and THEA 204) without adequate skills for reading, analyzing, and discussing dramatic literature (as distinct from live performance).
- 2. How this new course fits into program(s): This course will be required for both the Theatre Major and Theatre Extended Minor. Program change request accompanies this new course proposal.

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):

The following outcomes align:

Program outcome "Critically analyze contemporary and historical performances, from a range of world cultures" is introduced by course outcomes "Explain basic literary and dramatic elements of a script, including genre, dramatic structure and plot, language, and characters" and "Compare specific elements of different plays";

Program outcome "Integrate performance theory and performance practice in both creative and scholarly activities" is introduced by course outcome "Outline the relationships between scripts, performance practices, and production choices";

Program outcome "Develop methods for generating, investigating, and responding to performative research questions" is introduced in course outcome "Formulate questions about plays that can be addressed through textual analysis or further research";

Program outcome "Communicate effectively in written, verbal, and non-verbal languages in a variety of contexts and settings, using current technologies appropriately" is introduced by course outcomes "Express a simple argument in writing, using evidence to support opinions and citing sources following MLA guidelines for documentation," "Demonstrate competence in writing processes, including generating ideas, drafting, soliciting feedback, revising, editing, and proofreading" and "Present ideas and factual information to peers in formal and informal contexts."

- 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? SoCA curriculum committee has reviewed.
- 6. If a new discipline designation is required, explain why: NA

- 7. What consideration has been given to indigenizing the curriculum? The calendar description requires plays or performances by Indigenous authors/creators to be included in the course. Consideration of historical, cultural, social, and artistic contexts necessary for understanding and analyzing Indigenous plays is addressed by learning outcome "Relate plays to their social, cultural, and artistic contexts." The typical content includes an indication of how Indigenous content might be taught in the course.
- 8. If this course is not eligible for PLAR, explain why: NA
- 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: We are requesting this class have a maximum enrolment of 25 to allow the class to be writing intensive.
  - c. Frequency of offering: We anticipate offering this course once/year. It could replace one section of THEA 101 in our annual enrolment plans.
  - 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? NA
- 11. Estimate of the typical costs for this course, including textbooks and other materials: \$70-80.

## AGENDA ITEM # 3.1.

### Friday, January 29, 2021 at 1:58:34 PM Pacific Standard Time

Subject: THEA 105

Date: Friday, January 29, 2021 at 12:02:13 PM Pacific Standard Time

From: John Pitcher

To: Tetsuomi Anzai

Dear UEC,

I'm writing in my capacity as English department head to document my support for THEA 105.

Regards, John

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ORIGINAL COURSE IMPLEMENTATION DATE:

September 2021

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**

| Course Code and Number: THEA 105   | N   | Number of Credits: 3 Course credit policy (105)  |  |   |                                  |  |  |
|--|---|--|--|---|----------------------------------|--|--|
| Course Full Title: Reading and Writing About Drama   |   |  |  |   |                                  |  |  |
| Course Short Title: Reading & Writing About Drama  |   |  |  |   |                                  |  |  |
| (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)   |   |  |  |   |                                  |  |  |
| Faculty: Faculty of Humanities   | D   | epartment (o   | r prograi  | n if no department): Th   | neatre                           |  |  |
| Calendar Description:  |   |  |  |   |                                  |  |  |
| Examines diverse examples of dramatic literature as both literary genre and blueprint for performance, including examples of<br>Indigenous drama or performance texts. Emphasis is on developing a vocabulary for discussing drama, analyzing formal and literary<br>elements of drama, and writing about drama for academic and popular contexts. |   |  |  |   |                                  |  |  |
| Note: Students with credit for ENGL 130 can  | not take this co  | ourse for furthe   | er credit.   |   |                                  |  |  |
| Prerequisites (or NONE):   | (C+ or better<br>Literature 12<br>grade listed u<br>the UFV aca<br>www.ufv.ca/c | ter in English Studies 12, English First Peoples 12, English 12, or English 12) or (CPT score of 48 or better) or (evidence of any test score or course ed under the Degree/diploma-level English language proficiency standards in academic calendar at proceeding and academic calendar (current/Ceneral/EnglishProficiency htm)   |  |   |                                  |  |  |
| Corequisites (if applicable, or NONE):   |   |  |  |   |                                  |  |  |
| Pre/corequisites (if applicable, or NONE):   |   |  |  |   |                                  |  |  |
| Antirequisite Courses (Cannot be taken for<br>Former course code/number:<br>Cross-listed with:   | additional crea   | redit.)       Special Topics (Double-click on boxes to self         This course is offered with different topics:         ⊠ No       Yes (If yes, topic will be recorded to be   |  | n boxes to select.)<br>rent topics:<br>l be recorded when offered.)   |                                  |  |  |
| Dual-listed with:  |   | Independent Study         If offered as an Independent Study course, this course, the |  |   |                                  |  |  |
| (If offered in the previous five years, antiregu   | isite course(s)   |  |  | If offered as an Independent Study course, this course may<br>be repeated for further credit: ( <i>If yes, topic will be recorded.</i> )<br>⊠ No □ Yes, repeat(s) □ Yes, no limit |                                  |  |  |
| included in the calendar description as a note   | e that students   |  |  |   |                                  |  |  |
| for the antirequisite course(s) cannot take thi  | s course for ful  | rther credit.)   | Transfe  | er Credit   |                                  |  |  |
| Typical Structure of Instructional Hours   |   | Transfer credit already exists: (See <u>bctransferguid</u>   |  |   | See <u>bctransferguide.ca</u> .) |  |  |
| Lecture/seminar hours  |   | 20   | 🖾 No   | 🗌 Yes   |                                  |  |  |
| Tutorials/workshops  |   | 25   | Submit   | bmit outline for (re)articulation:  |                                  |  |  |
| Supervised laboratory hours  |   |  | $\Box$ No $\Box$ Yes (If yes, fill in transfer credit form.) |   | nsfer credit form.)              |  |  |
| Experiential (field experience, practicum, in  | ternship, etc.)   |  | Grading  | g System  |                                  |  |  |
| Supervised online activities   |   |  | 🛛 Lette  | er Grades 🗌 Credit/No   | o Credit                         |  |  |
| Other contact hours:   |   |  | Maximu   | um enrolment (for info  | mation only): 25                 |  |  |
|  | Total hours   | 45   | Expect   | ed Frequency of Cours   | e Offerings:                     |  |  |
| Labs to be scheduled independent of lecture  | hours: 🛛 No   | Yes  | Annuall  | y (Every semester, Fall   | only, annually, etc.)            |  |  |
| Department / Program Head or Director: H   | leather Davis-F   | Fisch  |  | Date approved:  | October 2020                     |  |  |
| Faculty Council approval   |   |  |  | Date approved:  | October 23, 2020                 |  |  |
| Dean/Associate VP:   |   |  |  | Date approved:  | October 23, 2020                 |  |  |
| Campus-Wide Consultation (CWC)   |   |  |  | Date of posting:  | December 4, 2020                 |  |  |
| Undergraduate Education Committee (UEC) approval   |   |  |  | Date of meeting:  | February 26, 2021                |  |  |

# AGENDA ITEM # 3.1.

| 00   |  | <u>.</u>  | ~  | -  | -  |   |  | -   |
|--|--|---|--|--|--|---|--|---|
| Learnir  | ng Outcome   | S:<br>malation of thi   |  |  |  |   |  |   |
| upon si  |  |   | s course, students v   | vill be able to:   |  | - 4   |  |   |
| •  | <ul> <li>Explain basic literary and dramatic elements of a script, including genre, dramatic structure and plot, language, and<br/>characters.</li> </ul>  |   |  |  |  |   |  |   |
| •  | Outline the relationships between scripts, performance practices, and production choices.  |   |  |  |  |   |  |   |
| :  | <ul> <li>Relate plays to their social, cultural, and artistic contexts.</li> <li>Identify what distinguishes dramatic literature from other forms of literature</li> </ul>   |   |  |  |  |   |  |   |
| •  | <ul> <li>Compare specific elements of different plays.</li> </ul>  |   |  |  |  |   |  |   |
| •  | <ul> <li>Express a simple argument in writing, using evidence to support opinions and citing sources following MLA guidelines for<br/>documentation.</li> </ul>  |   |  |  |  |   |  |   |
| •  | <ul> <li>Demonstrate competence in writing processes, including generating ideas, drafting, soliciting feedback, revising, editing, ar<br/>proofreading.</li> </ul>  |   |  |  |  |   |  | liting, and   |
| •  | Formulate<br>Present ide   | questions abo<br>eas and factua   | ut plays that can be<br>Il information to pee  | addressed th   | rough textual analysis o<br>id informal contexts.  | or further re   | esearch.   |   |
| Prior Lo   | earning Ass  | essment and   | Recognition (PLA   | .R)  |  |   |  |   |
| 🛛 Yes  | 🗌 No,  | PLAR cannot   | t be awarded for this  | s course beca  | use  |   |  |   |
| Typical  | Instruction  | al Methods //   | Guest lecturers pre  | sontations on  | line instruction field trin  | s oto · ma  | wy vany at department's  | discretio   |
| octure   | discussion   |   | s writing workshop   |  |  | is, eic., me  | iy vary at departments   | uisciello   |
| Leciule  | , discussion,  | guest lecture   | is, writing workshop   | 5.   |  |   |  |   |
|  | <b>-</b>   |   |  |  |  |   |  |   |
| NOTE:  | The followi  | ng sections n   | hay vary by instruc  | tor. Please s  | ee course syllabus av  | allable fro   | m the instructor.  |   |
| Tynical  | Text(s) and  |   | atorials /If more sn   | ace is require   | d download Sunnlemer   | ntal Tovte a  | and Resource Materials   | form)   |
| i ypicai   | ther (ourse  |   |  |  | u, uuwiiioau Suppiemer   |   |  | Non.)   |
| Au   | thor (surnal   | ne, initials)   | litle (article, boo  | k, journal, etc  | <b>.</b> )   | Current   | ed. Publisher  | Yea   |
| <b>1.</b> Wa   | isserman, J.   | (ed.)   | Modern Canadian  | Plays, Volume  | e 2 (5 <sup>th</sup> Edition)  |   | lalonbooks   | 2013  |
| <ol><li>Sha</li></ol>  | akespeare, V   | V.  | Othello  |  |  | $\boxtimes$   | Folger   | 2004  |
| <b>3.</b> Pie  | rre, J.  |   | Shakespeare's Nig  | gga  |  |   | Playwrights Canad<br>Press   | a 2013  |
| Os   |  |   | Stariaa from the P   |  | adland Plays of Do   |   | Playwrights Canad  | a   |
| 4. (ed   | awabine, J. &<br>s.)   | x nengen, 5.  | ba-jeh-mu-jig Thea   | usn – The Wo<br>atre Company   | outand Flays of De-  | $\boxtimes$   | Press  | 2009  |
| 4. (ed   | awabine, J. &<br>s.)   | Methods and   | ba-jeh-mu-jig Thea   | atre Company   |  |   | Press  | 2009  |
| 4. (ed<br>Typical  | awabine, J. &<br>s.)<br>I Evaluation   | Methods and   | ba-jeh-mu-jig Thea   | atre Company   | Field experience:  | ×   | Press  | 2009  |
| 4. (ed<br>Typical<br>Final e   | awabine, J. 8<br>s.)<br>I <b>Evaluation</b><br>exam:   | Methods and<br>20%  | Assignments:   | usn – The Wo<br>atre Company<br>70%  | Field experience:  | ×   | Press Portfolio: Participation:  | 2009<br>%   |
| 4. (ed<br>Typical<br>Final e<br>Midter   | awabine, J. 8<br>s.)<br>I <b>Evaluation</b><br>exam:<br>m exam:  | Methods and<br>20%  | Assignments:<br>Project:   | usn – The Wo<br>atre Company<br>70%<br>%   | Field experience:<br>Practicum:  | ×   | Press Portfolio: Participation:  | 2009<br>%<br>10%  |
| 4. (ed<br>Typical<br>Final e<br>Midter<br>Quizze   | awabine, J. 8<br>(s.)<br>I Evaluation<br>exam:<br>Im exam:<br>es/tests:  | Methods and<br>20%<br>%   | Assignments:<br>Project:<br>Lab work:  | usn – The Wo<br>atre Company<br>70%<br>%   | Field experience:<br>Practicum:<br>Shop work:  | ×   | Press Portfolio: Participation: Total:   | 2009<br>%<br>10%<br>100%  |
| 4. (ed<br>Typical<br>Final e<br>Midter<br>Quizze<br>Details  | awabine, J. 8<br>(s.)<br>Evaluation<br>exam:<br>m exam:<br>es/tests:<br>(if necessa  | Methods and<br>20%<br>%<br>%  | Assignments:<br>Project:<br>Lab work:<br>nts include in-class  | usn – The Wo<br>atre Company<br>70%<br>%<br>%<br>writing, prese  | Field experience:<br>Practicum:<br>Shop work:<br>ntations, and both forma  | %<br>%<br>%<br>al and info  | Press Portfolio: Participation: Total: mal writing.  | 2008<br>%<br>10%<br>100%  |
| 4. (ed<br>Typical<br>Final e<br>Midter<br>Quizze<br>Details  | awabine, J. 8<br>s.)<br>I Evaluation<br>exam:<br>im exam:<br>es/tests:<br>(if necessa  | Methods and<br>20%<br>%<br>%<br>ry): Assignme   | Assignments:<br>Project:<br>Lab work:<br>nts include in-class  | 70%<br>70%<br>%<br>writing, prese  | Field experience:<br>Practicum:<br>Shop work:<br>ntations, and both forma  | %<br>%<br>%<br>al and info  | Press Portfolio: Participation: Total: mal writing.  | 2009<br>%<br>10%<br>100%  |
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#### Memo for Program Changes

To: CACC, UEC

From: Tetsuomi Anzai, SoCA Director

Date:

#### Subject: Program change (Theatre major and extended minor)

- 1. Summary of changes (select all the apply):
  - □ Program revision that requires new resources
  - Addition of new course options or deletion or substitution of a required course
  - □ Change to the majority of courses in an approved program
  - □ Change to the duration, philosophy, or direction of a program
  - □ Addition of a new field of specialization, such as a concentration
  - □ Change in requirements for admission
  - $\hfill\square$  Change in requirements for residency or continuance
  - □ Change in admission quotas
  - □ Change which triggers an external review
  - $\Box$  Deletion of a program not included in the Program Discontinuance policy
  - □ Other Please specify:
- 2. Rationale for change(s): We have added THEA 105 to the requirements for the Major and Extended Minor, as it will introduce program outcomes (see memo for THEA 105) and better prepare students for THEA 203 and THEA 204, one of which is required for each of those programs. We have increased the number of 100-200 level theatre electives from 3 to 6, recognizing that most students have to take one of THEA 211, THEA 215, or THEA 250 to meet prerequisites for almost all upper-level creative practice and capstone options and to allow students to also take an additional lower-level course to better prepare them for upper-level courses in their area of interest (technical theatre, acting, performance studies). THEA 111 and THEA 210 are excluded from this list because they are designed for non-Majors interested in improving communication and physical dexterity, rather than creating and performing dramatic characters.
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
- 4. What consideration has been given to indigenizing the curriculum? This is addressed on a course-bycourse basis and within the School's values, vision, mission statements.
- 5. Will additional resources be required? If so, how will these costs be covered? The additional courses can be accommodated within the area's current allocated sections, in current enrolment plans.
- 6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Students will be better prepared

for upper-level courses and theatre history courses, and will have the additional lower-level theatre courses many of them already take recognized as part of program credit.

- 7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? Required core and elective credits both increase by 3 at lower-level of program. The new courses can be accommodated within current enrolment plans. If demand for courses typically taken as electives continues to be high, we will offer additional sections on an on-demand basis.
- 8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) We will accommodate the program changes through conversion of lower-level sections.
- 9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. NA
- 10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

#### CWC comment and response:

• Are the same changes being made to the Theatre diploma?

No changes to the diploma.

# Theatre major

# Lower-level requirements: 302724 credits

| Course                                   | Course Title  |          |  |  |  |  |  |  |
|--|---|----------|--|--|--|--|--|--|
| Lower-level perform                      | Lower-level performance studies   |          |  |  |  |  |  |  |
| THEA 101                                 | A 101 Introduction to Theatre and Performance Studies                               |          |  |  |  |  |  |  |
| <u>THEA 105</u>                          | Reading and Writing About Drama (see Note)  | <u>3</u> |  |  |  |  |  |  |
| <b>Two of:</b> (must inclue 204/ENGL234) | <b>Fwo of:</b> (must include at least one of THEA 203/ENGL 233 or THEA 204/ENGL234) |          |  |  |  |  |  |  |
| THEA 203/<br>ENGL 233                    | Performance History I: Antiquity to 1600  |          |  |  |  |  |  |  |
| THEA 204/<br>ENGL 234                    | Performance History II: 1600–1900   |          |  |  |  |  |  |  |
| THEA 205                                 | Foundations of Performance Studies  |          |  |  |  |  |  |  |
| THEA 206                                 | Dramaturgy  |          |  |  |  |  |  |  |
| Lower-level creative practice            |   |          |  |  |  |  |  |  |
| THEA 112                                 | Acting I: Essentials of Acting  | 3        |  |  |  |  |  |  |
| THEA 121                                 | Stagecraft Technical Theatre I  | 3        |  |  |  |  |  |  |

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|  | THEA 123          | Stagecraft-Technical Theatre II  | 3                    |
|--|-------------------|--|----------------------|
|  | THEA 299          | Theatre Production Practicum   | 3                    |
|  | Lower-level Theat | re elective <mark>s</mark>   |                      |
|  | <u>Plus:</u>      | TwoOne additional lower-level THEA courses, not to<br>include THEA 111 or THEA 210 | <u><del>6</del>3</u> |
|  | <del>Plus:</del>  | One additional lower level THEA course   | 3                    |

Note: This requirement may be met by ENGL 130 if previously completed.

# Theatre extended minor

Lower-level requirements: 185 credits

| Course          | Title  | Credits  |
|-----------------|--|----------|
| THEA 101        | Introduction to Theatre and Performance<br>Studies     | 3        |
| <u>THEA 105</u> | Reading and Writing About Drama (see Note<br><u>1)</u> | <u>3</u> |
| THEA 112        | Acting I: Essentials of Acting                         | 3        |

|  | THEA 121             | Stagecraft-Technical Theatre I           | 3 |
|--|----------------------|--|---|
|  | THEA 203/ ENGL 233   | Performance History I: Antiquity to 1600 | 3 |
|  | or THEA 204/ENGL 234 | Performance History II: 1600–1900        |   |
|  | Plus:                | One additional lower-level THEA course   | 3 |

Note 1: This requirement may be met by ENGL 130 if previously completed.

Note <u>+2</u>: Students can use only three credits from THEA 299 to fulfill the lower-level requirements for the Theatre extended minor. Students may use a maximum of six additional practicum credits drawn from THEA 290 or 295 toward elective credits in any UFV degree program, including the BA or BFA.

Note 23: Students are advised to select lower-level theatre courses that are prerequisites for the upper-level theatre courses that are of interest to them. See the course description section of the calendar for more information.

#### Memo for Course Changes

To: UEC

From: Karen Klenk – Program Coordinator, Certified Dental Assisting Program

Date: November 12, 2020

Subject: Proposal for revision of Fall Course Reviews (see Table 2 - Course Specific Revisions)

- 1. Summary of changes (select all that apply):
  - □ Six-year review
  - ☑ Number and/or course code only applies to DENT 150 (formerly DENT 152A)

Credits and/or total hours – overall credits will not change in the program. Some course credits have been adjusted to reflect minor content movement between courses and/or to more accurately reflect the hour/credit ratio in the CDA program (see table 1 - The CDA Program Credit Standards Table below)

- ☑ Title only applies to DENT 132
- ⊠ Calendar description
- □ Prerequisites and/or co-requisites
- □ Frequency of course offering
- ☑ Learning outcomes revisions to strengthen wording and description so they align with UFV guidelines
- □ Delivery methods and/or texts and resource materials
- □ PLAR options, grading system, and/or evaluation methods
- ☑ Discontinuation of course See DENT 145 (content moved to DENT 131/content overlap removed)
- ☑ Other Please specify: organization of content
- 2. Rationale for change: Proposed changes will follow the UFV course outline template and show improved alignment of course outlines with course content. Currently there are no UFV course outlines approved by UEC and listed in the calendar.
- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Minor changes to clean up and update course learning outcomes to reflect UFV course outline guidelines. These updates to course learning outcomes still align with all CDA program outcomes, as well as reflect the ILO's and strategic outcomes of the institution.
- 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)? **The CDA program Curriculum Committee has ensured that all revisions to curriculum are in alignment with the program's licensing body, their accreditation body and the National Dental Assisting Examining Board. The program provides an annual update to the accreditation body each spring, but minor changes proposed in this memo do not warrant consultation prior to the next annual report.**

- 6. What consideration has been given to indigenizing the curriculum?
  - Concepts around diversity, inclusivity, cultural humility and safety are threaded throughout the program.
  - CDA faculty are committed to exploring strategies and approaches to more fully indigenize the curriculum.
- 7. If this course is not eligible for PLAR, explain why: N/A as course completion is specific to UFV CDA program graduation requirements.
- 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: minor movement of credits between several courses but does not impact/change the overall program hours or credits.
  - b. Class size limit: N/A
  - c. Frequency of offering: N/A
  - d. Resources required (labs, equipment): N/A
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **N/A**
- 10. Estimate of the typical costs for this course, including textbooks and other materials:

#### Approximate for the entire program:

- Uniform (scrubs, shoes, safety glasses, lab coats, scrub caps, shoes) \$450
- Supplies (Kilgore magnetic dental model & tooth preps) \$550
- Textbooks/workbooks/ course packs \$900

\* Note – these course outline changes plan to be implemented for fall of 2021. The CDA Curriculum Planning Committee is currently working on updates and revisions to course outlines for the winter and spring terms. The plan is for all course outline and all courses to go through in 2021/2022, before the CDA program's next accreditation process. Changes to the program will be forthcoming.

| Table 1. CDA Program Credit Standards |         |                     |         |                     |         |        |  |  |
|---------------------------------------|---------|---------------------|---------|---------------------|---------|--------|--|--|
| TERM 1                                |         | TERM 2              | TERM 2  |                     |         | Credit |  |  |
| Course Hours                          | Credits | Course Hours        | Credits | Course Hours        | Credits | Totals |  |  |
| Dent 130 – 33 hrs                     | 1.5     | Dent 135 – 42 hrs   | 2.5     | Dent 141 – 21 hrs   | 1       |        |  |  |
| Dent 131 – 57 hrs                     | 3       | Dent 133 – 18 hrs   | 1       | Dent 143 – 21 hrs   | 1       |        |  |  |
| Dent 132 – 54 hrs                     | 3       | Dent 140's – 72 hrs | 4       | Dent 144's – 42 hrs | 2.5     |        |  |  |
| Dent 134 – 42 hrs                     | 2.5     | Dent 142 – 27 hrs   | 1.5     |                     |         |        |  |  |
| Dent 136 – 33 hrs                     | 1.5     |                     |         |                     |         |        |  |  |
| Dent 137 – 30 hrs                     | 1.5     |                     |         |                     |         |        |  |  |
| TOTAL:                                | 13      | TOTAL:              | 9       | TOTAL:              | 4.5     | 26.5   |  |  |
| Clinic:                               | 4       | Dont 1520 100 brs   | 2       | Dont 162 120 hrs    | 25      | 0 5    |  |  |
| Dent 152A - 196 MS                    | 4       | Dent 1528 - 100 hrs | 2       | Dent 102 - 120 hrs  | 2.5     | 6.5    |  |  |
| Practicum:                            |         | Dent 138 – 120 hrs  | 2.5     | Dent 148 – 120 hrs  | 2.5     | 5      |  |  |
|                                       |         |                     |         | TOTAL PROGRAM CR    | EDITS:  | 40     |  |  |

#### Theory Hours Range per credit:

- 18 24 hrs = 1 credit 30 - 35 hrs = 1.5 credits 40 - 45 hrs = 2.5 credits 50 - 55 hrs = 3 credits
- 70 75 hrs = 4 credits

#### **Clinic and Practicum credit per hours:**

50 hrs = 1 credit

| Course Code and Title                | Pavisions  |
|--------------------------------------|--|
|                                      |  |
| DENT 130 –<br>Dental Professionalism | <ul> <li>Hours changed to reflect 33hrs -1.5 credits.</li> <li>The hours of this course have been slightly reduced to reflect content that has been removed form the course and moved to the Dent 131 course. As a result, hours and credits were added to Dent 131 course. Rational for the movement of</li> </ul>  |
|                                      | content was that it better aligned in the basic dental assisting<br>course and less suited in the professionalism course. A few<br>minor objectives on professional communication were also<br>moved from Dent 131 to Dent 130 where there are more<br>suited. Have also added some minor content to Dent 130<br>that was identified as being deficient in the curriculum. So<br>overall credit to this course will not change, just a minor<br>reduction in course hours. |
|                                      | Course Description updated   |
|                                      | Clean up and update of Learning outcomes   |
|                                      | Addition of minor content updates- added course  |
|                                      | objective/content (result from identified curriculum content deficiencies)   |
|                                      | <ul> <li>Minor content sections moved to DENT 131</li> </ul>   |
|                                      | New course outline to be implemented in the fall of 2021   |
| DENT 131 -                           | Hours changed to reflect 57hrs/3 credits.  |
| Basic Dental Assisting               | <ul> <li>Contant undated minor contant moved from DENT 120</li> </ul>  |
| *Previously 1.5 credits              | <ul> <li>Content updated – minor content moved from DENT 130</li> <li>Content moved from DENT 145</li> </ul>   |
|                                      | Hours and credits were increased to this course due to course  |
|                                      | content being moved from Dent 130 and Dent 145.  |
|                                      | Curriculum committee identified that content being added to this course better aligned in the existing Dent 131 course   |
|                                      | This has also allowed us to reduce the number of courses in  |
|                                      | the fall term (removal of Dent 145).   |
|                                      | Course description updated   |
|                                      | Clean up and update of learning outcomes   |
| DENT 132 -                           | Credits changed to 54 hrs/3 credits.   |
| Head & Neck Anatomy &                | Course credits were increased from a 2.5 credit to a 3 credit  |
| Physiology                           | course to better reflect the rigor required for both in class  |
| *Previously called Patient           | <ul> <li>and outside class nour workload for this course.</li> <li>Title changed to Head and Neck Anatomy (to align bottor with</li> </ul>   |
| Assessment                           | course content)  |
| *Previously 2.5 credits              | Clean up and update for course description   |
|                                      | Clean up and update for learning outcomes  |

### **Table 2. Course Specific Revisions**

| DENT 134 -                | Credits changed to 42hrs/2.5 credits   |
|---------------------------|--|
| Preventive Dentistry      | <ul> <li>Minor increase in credits, changed from a 2 credit to 2.5</li> </ul>  |
| *Proviously 2 credits     | credit course to better reflect the course workload for this                   |
| Previously 2 credits      | course and to better align with the CDA Program Credit                         |
|                           | Standards.   |
|                           | Couse description updated  |
|                           | <ul> <li>Learning outcomes cleaned up and updated</li> </ul>                   |
| DENT 136 -                | Course description updated   |
| Restorative Assisting     | Clean up and update of learning outcomes                                       |
| 5                         |  |
| DENT 137 -                | <ul> <li>Course code and number change: DENT 137</li> </ul>                    |
| Lab Procedures &          | Calendar description updated   |
| Prosthodontics            | <ul> <li>Learning outcomes updated</li> </ul>                                  |
| *formerly DENT 137/140A   |  |
| DENT 1524 -               | Hours changed to reflect 196 brs // credits                                    |
| Clinical Dantal Assisting | <ul> <li>Only one course outline currently exists that combines the</li> </ul> |
| Clinical Dental Assisting | fall Dent 152A clinical course with the winter Dent 152B                       |
|                           | clinical course. The original course outline indicates a                       |
|                           | combined 296 total number of hours associated with the                         |
|                           | course that runs both the Fall and Winter terms. New course                    |
|                           | outlines are being created for each individual clinical course                 |
|                           | Currently, Dent 152A and 152B are given 2.5 credits each                       |
|                           | The current course outline indicated a total of 5 credits for                  |
|                           | Dent 152A and Dent 152B combined. This does not properly                       |
|                           | reflect the hours associated with each of these courses. The                   |
|                           | Dent 152A course in the fall term is almost double the                         |
|                           | workload hours compared to winter Dent 152B course.                            |
|                           | Adjustments to course hours and credits to the Dent 152A                       |
|                           | course outline have been revised to rectify this discrepancy                   |
|                           | and align with the CDA Program Credit Standards.                               |
|                           | Calendar description updated   |
|                           | Learning outcomes updated  |
| DENT 145 -                | Removal of Dent 145 as a course.   |
| Charting & Annotation     | <ul> <li>Some content being moved to DENT 131- Basic Dental</li> </ul>         |
| *Removed as a course –    | Assisting course where theory delivery it better suited.                       |
| course objectives/content | <ul> <li>Identified repetition in some course content that warrants</li> </ul> |
| moved to Dent 131         | removal. Content already covered in winter term Dent 142-                      |
|                           | Dental Reception Course.   |
|                           | With the identification of some course content already being                   |
|                           | covered in another course, warranting its removal there is a                   |
|                           | significant reduction in course hours that no longer justifies                 |
|                           | Dent 145 remains as an independent stand-alone course.                         |
|                           | The remaining course content aligns well with the Dent 131                     |
|                           | course supporting its movement over to Dent 131.                               |



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 130  | N   | Number of Credits: 1.5  |   |                                      |                            |  |  |
|---|---|---|---|--------------------------------------|----------------------------|--|--|
| Course Full Title: Dental Professionalism   |   |   |   |                                      |                            |  |  |
| Course Short Title: Dental Professionalism  |   |   |   |                                      |                            |  |  |
| Faculty: Faculty of Health Sciences   | D   | epartment: ⊢  | lealth Stu  | dies                                 |                            |  |  |
| Calendar  |   |   |   |                                      |                            |  |  |
| Introduces the profession of Certified Dental Assisting. Current concepts of practice are examined with emphasis on roles, professional communications, deportment, responsibility, accountability, and behavioural foundations for health promotion and patient management. Legal and ethical aspects of practice are also introduced. |   |   |   |                                      |                            |  |  |
| Prerequisites (or NONE):  | Admission to  | the Certified   | Dental As   | sistant certificate.                 |                            |  |  |
| Corequisites (if applicable, or NONE):  |   |   |   |                                      |                            |  |  |
| Pre/corequisites (if applicable, or NONE):  | N/A   |   |   |                                      |                            |  |  |
| Antirequisite Courses (Cannot be taken for  | additional cre  | dit.)   | Special   | Topics (Double-click or              | n boxes to select.)        |  |  |
| Former course code/number:  |   |   | This cou  | urse is offered with different       | ent topics:                |  |  |
| Cross-listed with:  |   |   | 🖾 No  | ☐ Yes (If yes, topic will            | be recorded when offered.) |  |  |
| Dual-listed with:   |   |   | Independent Study   |                                      |                            |  |  |
| Equivalent course(s):   |   |   | If offered as an Independent Study course, this course may        |                                      |                            |  |  |
| (If offered in the previous five years, antirequincluded in the calendar description as a note for the antirequisite course(s) cannot take this   | isite course(s)<br>e that students<br>s course for fu | s) will be be repeated for further credit: ( <i>If yes, topic will be recorded.</i> )<br>ts with credit<br>further credit ) No □ Yes, repeat(s) □ Yes, no limit |   |                                      |                            |  |  |
|   |   |   | Transfer Credit   |                                      |                            |  |  |
| Typical Structure of Instructional Hours  |   |   | Transfer credit already exists: (See <u>bctransferguide.ca</u> .) |                                      |                            |  |  |
| Lecture/seminar hours   |   | 33 <del>42</del>  | 🖾 No  | Submit outline for (re)articulation: |                            |  |  |
| Tutorials/workshops   |   |   | Submit  |                                      |                            |  |  |
| Supervised laboratory hours   |   |   | 🖾 No  | Yes (If yes, fill in tran            | sfer credit form.)         |  |  |
| Experiential (field experience, practicum, int  | ternship, etc.)                                       |   | Grading   | g System                             |                            |  |  |
| Supervised online activities  |   |   | 🛛 Lette   | er Grades 🛛 Credit/No                | Credit                     |  |  |
| Other contact hours:  |   |   | Maximu  | um enrolment (for infor              | mation only): 24           |  |  |
|   | Total hours   | 33 <del>42</del>  | Expect  | ed Frequency of Cours                | e Offerings:               |  |  |
| Labs to be scheduled independent of lecture   | hours: 🖾 No   | Yes   | Fall only   | y (Every semester, Fall o            | only, annually, etc.)      |  |  |
| Department / Program Head or Director: C  | indy Shultz   |   |   | Date approved:                       | November 2020              |  |  |
| Faculty Council approval  |   |   |   | Date approved:                       | November 27, 2020          |  |  |
| Dean: Alastair Hodges   |   |   |   | Date approved:                       | November 27, 2020          |  |  |
| Campus-Wide Consultation (CWC)  |   |   |   | Date of posting:                     | February 5, 2021           |  |  |
| Undergraduate Education Committee (UEC) approval  |   |   |   | Date of meeting:                     | February 26, 2021          |  |  |

|  |   |  |   |  |             | •                        |         |
|--|---|--|---|--|-------------|--------------------------|---------|
| Learning Outcomes<br>Upon successful com<br>Explain the<br>Determine k<br>Discriminate<br>Apply effect<br>Discuss key<br>consideratic  | :<br>upletion of thi<br>key features<br>ey attributes<br>between pe<br>ve oral, writt<br>concepts in<br>ns, and cros  | is course, students w<br>of Certified Dental A<br>to professional stand<br>ersonal and professio<br>en and electronic con<br>the field of teaching<br>s-cultural considerati | ill be able to:<br>ssisting as a<br>dards in Certi<br>nal values.<br>mmunications<br>and learning<br>ons. | profession.<br>fied Dental Assisting.<br>s.<br>including learning styles | , ways of k | nowing, generational     |         |
| Prior Learning Asse  | ssment and  | Recognition (PLA   | र)  |  |             |                          |         |
| □Yes ⊠No,  | PLAR canno  | t be awarded becaus  | se course cor   | npletion is specific to UF   | V CDA pro   | ogram graduation require | ements. |
| Typical Instructiona   | I Methods   |  |   |  |             |                          |         |
| Lecture, group work,   | case studies  | s, presentations, hybr   | id course del   | ivery.   |             |                          |         |
| NOTE: The followin   | g sections n  | nay vary by instruct   | tor. Please s   | ee course syllabus ava   | ailable fro | m the instructor.        |         |
| Typical Text(s) and  | Resource M  | laterials (If more spa   | ace is require  | d, download Supplemen  | tal Texts a | nd Resource Materials f  | orm.)   |
| Author (surnam   | e, initials)  | Title (article, book   | , journal, etc  | s.)  | Current e   | d. Publisher             | Year    |
| 1. Bird, D.L., & Rob   | inson, D.S.   | Modern Dental Ass  | isting 13th ed  | ition  | $\boxtimes$ | Elsevier, Saunders       | 2020    |
| 2. Bird, D.L., & Rob   | inson, D.S.   | Modern Dental Ass  | isting Workb  | ook 13 <sup>th</sup> edition   | $\boxtimes$ | Elsevier, Saunders       | 2020    |
| 3.   |   | DENT 130 Course  | Pack  |  |             |                          |         |
| Required Additiona   | Supplies a  | nd Materials (Softwa   | are, hardware   | e, tools, specialized cloth  | ning, etc.) |                          |         |
| Kilgore Dental Model   | -prepared tee   | eth  |   |  |             |                          |         |
| Typical Evaluation   | Methods and   | d Weighting  |   |  |             |                          |         |
| Final exam:  | 30%   | Assignments:   | 35%   | Field experience:  | %           | Portfolio:               | %       |
| Midterm exam:  | 30%   | Project:   | %   | Practicum:   | %           | Participation:           | %       |
| Quizzes/tests:   | 5%  | Lab work:  | %   | Shop work:   | %           | Total:                   | 100%    |
| Details (if necessar   | <u>ለ:</u>   |  |   |  |             |                          |         |
| Typical Course Con   | tent and To   | pics   |   |  |             |                          |         |
| Concepts of profession   | onalism   |  |   |  |             |                          |         |
| <ul> <li>Evolution of</li> </ul>   | profession  |  |   |  |             |                          |         |
| Roles of the     Department  | dental healt  | hcare team   |   |  |             |                          |         |
| <ul> <li>Deportment</li> <li>Professional</li> </ul>   | l responsibili  | tv   |   |  |             |                          |         |
| <ul> <li>Professiona</li> </ul>  | l organization  | ns   |   |  |             |                          |         |
| Concepts of ethics   | 0   |  |   |  |             |                          |         |
| <ul> <li>Values clari</li> </ul>   | ication   |  |   |  |             |                          |         |
| <ul> <li>Personal va</li> </ul>  | lues and prot   | fessional values   |   |  |             |                          |         |
| Code of eth  | CS  |  |   |  |             |                          |         |
|  | inas  |  |   |  |             |                          |         |
| Regulatory   | ce standards  | s for Certified Dental   | Assistants  |  |             |                          |         |
|  | autionities   |  |   |  |             |                          |         |
| <ul> <li>CDSBC byla</li> </ul>   |   |  |   |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> </ul>  | f practice for  | CDAs in B.C.   |   |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> </ul>   | f practice for<br>/concepts rel   | CDAs in B.C.<br>lated to dental profes   | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> </ul>  | f practice for<br>/concepts rel<br>cance of clie  | CDAs in B.C.<br>lated to dental profes<br>nt records   | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> </ul>  | f practice for<br>/concepts rel<br>cance of clie<br>ication   | CDAs in B.C.<br>lated to dental profes<br>nt records   | sion  |  |             |                          |         |
| CDSBC byla     Standards c     Legal terms     Legal signifi Concepts of commur     Basic conce     Self average   | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm  | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication  | sion  |  |             |                          |         |
| CDSBC byla     Standards c     Legal terms     Legal signifi Concepts of commur     Basic conce     Self-awaren     Relationshir   | f practice for<br>concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo  | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>stional expression  | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> </ul>  | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>principles of c   | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>otional expression<br>d barriers<br>communication   | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commur</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> <li>Basic interv</li> </ul>  | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>principles of c<br>ewing techni   | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>otional expression<br>barriers<br>communication<br>iques  | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> <li>Basic interv</li> <li>Conflict reso</li> </ul>   | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>rinciples of c<br>ewing techni<br>plution strates   | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>otional expression<br>barriers<br>communication<br>iques<br>gies  | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> <li>Basic interv</li> <li>Conflict reso</li> <li>Concepts of teaching</li> </ul>   | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>rinciples of c<br>ewing technic<br>plution strates<br>and learning                                  | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>otional expression<br>l barriers<br>communication<br>iques<br>gies<br>g principles                      | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> <li>Basic interv</li> <li>Conflict reso</li> <li>Concepts of teaching</li> <li>Learning styles</li> </ul>                              | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>rinciples of c<br>ewing techni<br>olution strates<br>and learning<br>les                            | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>otional expression<br>d barriers<br>communication<br>iques<br>gies<br>g principles                      | sion  |  |             |                          |         |
| <ul> <li>CDSBC byla</li> <li>Standards c</li> <li>Legal terms</li> <li>Legal signifi</li> <li>Concepts of commun</li> <li>Basic conce</li> <li>Self-awaren</li> <li>Relationship</li> <li>Styles and p</li> <li>Basic interv</li> <li>Conflict reso</li> <li>Concepts of teaching</li> <li>Learning styles of know</li> <li>Consections</li> </ul> | f practice for<br>/concepts rel<br>cance of clie<br>ication<br>pts of comm<br>ess and emo<br>bridges and<br>rinciples of c<br>ewing technic<br>plution strates<br>and learning<br>les<br>wing<br>le considerati | CDAs in B.C.<br>lated to dental profes<br>nt records<br>unication<br>tional expression<br>barriers<br>communication<br>iques<br>gies<br>g principles                         | sion  |  |             |                          |         |



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 131  | N   | lumber of Cre                            | edits: 3   |   |  |  |
|---|---|--|--|---|--|--|
| Course Full Title: Basic Dental Assisting   |   |  |  |   |  |  |
| Course Short Title: Basic Dental Assisting  |   |  |  |   |  |  |
| Faculty: Faculty of Health Sciences   | D   | Department: ⊢                            | lealth Stu   | alth Studies  |  |  |
| Calendar Description:   |   |  |  |   |  |  |
| Introduces the basic skills of a dental assistal<br>areas and procedures, positioning and ergon<br>assessment of comprehensive health historie        | nt, including th<br>omics and inst<br>s.              | e dental opera<br>trument use ar         | atory and<br>nd transfe  | dental field, infection cor<br>r. Dental charting is cove | trol including sterilization<br>red along with the |  |
| Prerequisites (or NONE):  | Admission to  | the Certified                            | Dental As  | sistant certificate.                                      |  |  |
| Corequisites (if applicable, or NONE):  |   |  |  |   |  |  |
| Pre/corequisites (if applicable, or NONE):  |   |  |  |   |  |  |
| Antirequisite Courses (Cannot be taken for  | additional cre  | dit.)                                    | Specia   | Topics (Double-click or                                   | n boxes to select.)                                |  |
| Former course code/number:  |   |  | This co  | urse is offered with differ                               | ent topics:  |  |
| Cross-listed with:  |   |  | 🖾 No   | ☐ Yes (If yes, topic will                                 | be recorded when offered.)                         |  |
| Dual-listed with:   |   |  | Independent Study  |   |  |  |
| Equivalent course(s):   |   |  | If offered as an Independent Study course, this course may   |   |  |  |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi | isite course(s)<br>e that students<br>s course for fu | will be<br>with credit<br>rther credit.) | be repeated for further credit: ( <i>If yes, topic will be recorded.</i> )<br><i>adit.</i> No ☐ Yes, repeat(s) ☐ Yes, no limit |   |  |  |
|   |   |  | Transfe  | er Credit   |  |  |
| Typical Structure of Instructional Hours  |   |  | Transfe  | r credit already exists: (S                               | See <u>bctransferguide.ca</u> .)                   |  |
| Lecture/seminar hours   |   | 57                                       | 🖾 No   |   |  |  |
| Tutorials/workshops   |   |  | Submit   | outline for (re)articulation                              | 1:   |  |
| Supervised laboratory hours   |   |  | 🖾 No   | Yes (If yes, fill in tran                                 | sfer credit form.)                                 |  |
| Experiential (field experience, practicum, in   | ternship, etc.)                                       |  | Gradin   | g System  |  |  |
| Supervised online activities  |   |  | 🛛 Lette  | er Grades 🛛 Credit/No                                     | Credit   |  |
| Other contact hours:  |   |  | Maxim  | um enrolment (for infor                                   | mation only): 24                                   |  |
|   | Total hours   | 57                                       | Expect   | ed Frequency of Cours                                     | e Offerings:                                       |  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No   | ) 🗌 Yes                                  | Fall onl   | y (Every semester, Fall c                                 | only, annually, etc.)                              |  |
| Department / Program Head or Director: C  | indy Shultz   |  |  | Date approved:  | November 2020                                      |  |
| Faculty Council approval  |   |  |  | Date approved:  | November 27, 2020                                  |  |
| Dean: Alastair Hodges   |   |  |  | Date approved:  | November 27, 2020                                  |  |
| Campus-Wide Consultation (CWC)  |   |  |  | Date of posting:  | February 5, 2021                                   |  |
| Undergraduate Education Committee (UE   | C) approval   |  |  | Date of meeting:  | February 26, 2021                                  |  |

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|-------------------|--|--------------------------------|--------------------------|----------------------------|---------------------------|-----------------|----------------------|--------------|
| Learnir           | ng Outcomes:   |                                |                          |                            |                           |                 |                      |              |
| Upon si           | uccessful comple   | etion of th                    | is course, students w    | ill be able to:            |                           |                 |                      |              |
| •                 | Describe vario   | ous areas                      | , equipment and mair     | ntenance of th             | ne dental office.         |                 |                      |              |
| •                 | Discuss ergon  | omics for                      | the dental team and      | factors that a             | affect risk of injury.    |                 |                      |              |
| •                 | Describe use   | and main                       | tenance of the opera     | ting field.                |                           |                 |                      |              |
| •                 | Explain prope  | r instrume                     | ent use and transfer.    | aina haalih h              | interior and managem      | and of potio    | at file a            |              |
| •                 | Explain along  | dental cha                     | arting including asses   | ising nealth h             | istories, and managen     | nent of patie   | nt files.            |              |
|                   | Identify proces  | sses to nr                     | ease italismission.      | ental nersonal             | from infection            |                 |                      |              |
| •                 | Explain microl   | biological                     | concepts and proced      | dures and apr              | lication of infection co  | ntrol as it rel | ates to a dental off | ice.         |
|                   |  | <u>-</u>                       |                          |                            |                           |                 |                      |              |
| Delard            |  |                                | d Decemitics (DLA)       | ח)                         |                           |                 |                      |              |
| Yes               | No, PL   | AR canno                       | of the awarded because   | <b>x)</b><br>se course cor | npletion is specific to l | JFV CDA pro     | ogram graduation r   | equirements. |
| Typical           | I Instructional N  | lethods                        |                          |                            |                           |                 |                      |              |
| Lecture           | , demonstration,   | small and                      | d large group discuss    | ions, videos,              | blended course delive     | ery.            |                      |              |
| NOTE:             | The following s  | ections r                      | may vary by instruc      | tor. Please s              | ee course syllabus a      | vailable fro    | m the instructor.    |              |
| Typical           | I Text(s) and Re   | source N                       | laterials (If more spa   | ace is require             | d, download Suppleme      | ental Texts a   | nd Resource Mate     | rials form.) |
| Au                | thor (surname,   | initials)                      | Title (article, bool     | , journal, etc             | c.)                       | Current e       | d. Publisher         | Year         |
| 1. Bird           | d. D.L. & Robins   | on. D.S.                       | Modern Dental Ass        | sisting 13th ea            | y                         |                 | Elsevier             | 2020         |
| <b>1</b> Div      | d, D.L. & Robino   | on, D.C.                       | Madam Dantal Ass         |                            | and 10th and              |                 | Electricit           | 2020         |
| <b>Z.</b> BIR     | a, D.L. & Robins   | on, D.S.                       | Wodern Dental Ass        |                            |                           |                 | Elsevier             | 2020         |
| 3.                |  |                                | DENT 131 Course          | Pack                       |                           |                 |                      |              |
| Typical           | I Evaluation Me  | thods an                       | d Weighting              |                            |                           |                 |                      |              |
| Final e           | exam:  | 40%                            | Assignments:             | 35%                        | Field experience:         | %               | Portfolio:           | %            |
| Midter            | rm exam:   | 15%                            | Project: %               |                            | Practicum:                | %               | :                    | %            |
| Quizze            | es/tests:  | 10%                            | Lab work:                | %                          | Shop work:                | %               | Total:               | 100%         |
| Dotaile           | (if pocossary):  |                                |                          |                            |                           |                 | •                    |              |
| Details           | (ii necessary).  |                                |                          |                            |                           |                 |                      |              |
| Typical           | I Course Conter  | nt and To                      | pics                     |                            |                           |                 |                      |              |
| The der           | ntal office  |                                |                          |                            |                           |                 |                      |              |
| •                 | General areas  | of dental                      | office                   |                            |                           |                 |                      |              |
| •                 | Equipment and  | d mainten                      | ance                     |                            |                           |                 |                      |              |
| •                 | Responsibilitie  | s of denta                     | al assistant in functior | ning of a dent             | al office                 |                 |                      |              |
| \//otorlin        |  |                                |                          |                            |                           |                 |                      |              |
| valeriii          | Role of biofilm  |                                |                          |                            |                           |                 |                      |              |
| •                 | Bacterial conta  | mination                       |                          |                            |                           |                 |                      |              |
| •                 | Reduction of bi  | iofilm                         |                          |                            |                           |                 |                      |              |
| -                 |  |                                |                          |                            |                           |                 |                      |              |
| ⊨rgono            | MICS   |                                |                          |                            |                           |                 |                      |              |
| •                 | Rick footors for   | y position                     |                          |                            |                           |                 |                      |              |
| •                 | Evercises to re  | injury<br>duce iniu            | rv/                      |                            |                           |                 |                      |              |
| •                 |  | uuce inju                      | i y                      |                            |                           |                 |                      |              |
| Positior          | ning   |                                |                          |                            |                           |                 |                      |              |
| •                 | Dental team po   | ositioning                     |                          |                            |                           |                 |                      |              |
| •                 | Patient positior   | ning                           |                          |                            |                           |                 |                      |              |
| Operati           | ing field  |                                |                          |                            |                           |                 |                      |              |
| •                 | Illumination   |                                |                          |                            |                           |                 |                      |              |
|                   | Retraction   |                                |                          |                            |                           |                 |                      |              |
| •                 | Oral evacuation  | n                              |                          |                            |                           |                 |                      |              |
| •                 | Isolation techni   | ique                           |                          |                            |                           |                 |                      |              |
| •<br>•            |  |                                |                          |                            |                           |                 |                      |              |
| •<br>•<br>Instrum | ient use and tran  | sfer                           |                          |                            |                           |                 |                      |              |
| •<br>•<br>Instrum | ient use and tran<br>Tray set-ups                                      | sfer                           |                          |                            |                           |                 |                      |              |
| •<br>Instrum      | ent use and tran<br>Tray set-ups<br>Basic transfer t                   | sfer<br>technique              | s                        |                            |                           |                 |                      |              |
| •<br>Instrum<br>• | ient use and tran<br>Tray set-ups<br>Basic transfer t<br>Various armam | sfer<br>technique<br>nentarium | s                        |                            |                           |                 |                      |              |

# AGENDA ITEM # 3.2.

| I University of the Fraser Valley Official Undergraduate Course Outline | Page <b>3</b> of  |
|---|---|
| and annotation  |   |
| Basic rules and importance of the patient file                          |   |
| Charting nomenclature   |   |
| Fee guide   |   |
| Services rendered   |   |
| Periodontal charting  |   |
| control   |   |
| nfectious diseases  |   |
| Nethods of sterilization  |   |
| rgies and WHMIS   |   |
| MSDS .  |   |
| Hazardous materials   |   |
|   | and annotation<br>Basic rules and importance of the patient file<br>Charting nomenclature<br>Services rendered<br>Periodontal charting<br>control<br>nfectious diseases<br>Aethods of sterilization<br>rgies and WHMIS<br>ASDS<br>Jazardous materials |



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 132  | Ν   | Number of Cre  | edits: 3  |                              |   |
|---|---|--|---|------------------------------|---|
| Course Full Title: Anatomy and Physiology   | of the Head ar  | nd Neck  |   |                              |   |
| Course Short Title: Anatomy & Phys: Head  | & Neck  |  |   |                              |   |
| Faculty: Faculty of Health Sciences   | C   | Department: ⊦  | lealth Stu  | dies                         |   |
| Calendar  |   |  |   |                              |   |
| Focuses on oral anatomy and physiology incl<br>discussed and skeletal structures, blood, ner<br>introduction of local anesthesia.                       | es of the c<br>head and                               | oral cavity and the head a<br>d neck are examined in p | and neck. Oral embryology is<br>preparation for the |                              |   |
| Prerequisites (or NONE):  | Admission to  | o the Certified  | Dental As   | sistant certificate.         |   |
| Corequisites (if applicable, or NONE):  |   |  |   |                              |   |
| Pre/corequisites (if applicable, or NONE):  | N/A   |  |   |                              |   |
| Antirequisite Courses (Cannot be taken for  | additional cre  | dit.)  | Specia  | I Topics (Double-click or    | n boxes to select.)                                 |
| Former course code/number:  |   |  | This co   | urse is offered with differ  | ent topics:   |
| Cross-listed with:  |   |  | 🖾 No  | Yes (If yes, topic will      | be recorded when offered.)                          |
| Dual-listed with:   |   |  | Indepe  | ndent Study                  |   |
| Equivalent course(s):   |   |  | If offere   | d as an Independent Stu      | dy course, this course may                          |
| (If offered in the previous five years, antireque<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take this | isite course(s)<br>e that students<br>s course for fu | will be<br>with credit<br>wither credit.)              | be repe   | ated for further credit: (If | <i>yes, topic will be recorded.)</i> Tyes, no limit |
|   |   |  | Transfe   | er Credit                    |   |
| Typical Structure of Instructional Hours  |   |  | Transfe   | r credit already exists: (S  | See <u>bctransferguide.ca</u> .)                    |
| Lecture/seminar hours   |   | 54   | 🖾 No  |                              |   |
| Tutorials/workshops   |   |  | Submit outline for (re)articulation:                |                              |   |
| Supervised laboratory hours   |   |  |   |                              |   |
| Experiential (field experience, practicum, int  | ternship, etc.)                                       |  | Gradin  | g System                     |   |
| Supervised online activities  |   |  | 🛛 Lette   | er Grades 🛛 Credit/No        | Credit  |
| Other contact hours:  |   |  | Maxim   | um enrolment (for infor      | mation only): 24                                    |
|   | Total hours   | 54   | Expect  | ed Frequency of Cours        | e Offerings:  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No   | > 🗌 Yes  | Fall onl  | y (Every semester, Fall o    | only, annually, etc.)                               |
| Department / Program Head or Director: C  | indy Shultz   |  |   | Date approved:               | November 2020                                       |
| Faculty Council approval  |   |  |   | Date approved:               | November 27, 2020                                   |
| Dean: Alastair Hodges   |   |  |   | Date approved:               | November 27, 2020                                   |
| Campus-Wide Consultation (CWC)  |   |  |   | Date of posting:             | February 5, 2021                                    |
| Undergraduate Education Committee (UE   | C) approval   |  |   | Date of meeting:             | February 26, 2021                                   |

# AGENDA ITEM # 3.2.

|  | University of the Fras   | ser Valley Of               | ricial Undergraduate         | Course Out    | ine P                    | age 2 of |  |  |
|--|--|-----------------------------|------------------------------|---------------|--------------------------|----------|--|--|
| Learning Outcomes:   |  |                             |                              |               |                          |          |  |  |
| Upon successful completion of  | of this course, students v   | vill be able to:            |                              |               |                          |          |  |  |
| <ul> <li>Identify landmarks of</li> </ul>  | f the head and oral cavit  | у.                          |                              |               |                          |          |  |  |
| <ul> <li>Identify the types, function and related anatomical landmarks of teeth.</li> <li>Describe the components of the periodentium.</li> </ul>  |  |                             |                              |               |                          |          |  |  |
| Describe the components of the periodontium.   |  |                             |                              |               |                          |          |  |  |
| Describe intraoral sont tissues.     Differentiate between the types of dental occlusion   |  |                             |                              |               |                          |          |  |  |
| Differentiate between     Discuss the orofacial  | I complex in relation to t   | nusion.<br>ne oral cavity   |                              |               |                          |          |  |  |
| <ul> <li>Identify head and ne</li> </ul>   | ck tissues in relation to t  | he oral cavity              | ·<br>/_                      |               |                          |          |  |  |
| Describe innervation   | of the face and oral cav   | rity.                       |                              |               |                          |          |  |  |
| Identify pain control  | methods to help assist ir  | n anesthetic p              | rocedures.                   |               |                          |          |  |  |
| Prior Learning Assessment  | and Recognition (PLA   | R)                          |                              |               |                          |          |  |  |
| ☐ Yes  | annot be awarded becau   | se course cor               | mpletion is specific to l    | JFV CDA pro   | ogram graduation require | ements.  |  |  |
| Typical Instructional Metho  | ds   |                             |                              |               |                          |          |  |  |
| Lecture, group work, case stu  | dies, presentations, hyb   | rid course de               | livery                       |               |                          |          |  |  |
| NOTE: The following section  | ns may vary by instruc   | tor. Please s               | see course syllabus a        | vailable fro  | n the instructor.        |          |  |  |
| Typical Text(s) and Resourc  | ce Materials (If more sp   | ace is require              | d, download Supplem          | ental Texts a | nd Resource Materials f  | orm.)    |  |  |
| Author (surname, initial   | s) Title (article, boo   | k, journal, et              | c.)                          | Current e     | d. Publisher             | Year     |  |  |
| 1. Bird, D.L., & Robinson, D   | .S. Modern Dental As   | sisting 13 <sup>th</sup> ec | lition                       | $\boxtimes$   | Elsevier, Saunders       | 2020     |  |  |
| 2. Bird, D.L., & Robinson, D   | .S. Modern Dental As   | sisting Workb               | ook 13 <sup>th</sup> edition | $\boxtimes$   | Elsevier, Saunders       | 2020     |  |  |
| 3.   | Dent 132 Course F  | Pack                        |                              |               |                          |          |  |  |
| Typical Evaluation Methods   | and Weighting  |                             |                              |               |                          |          |  |  |
| Final exam: 25%  | Assignments  | 25%                         | Field experience:            | %             | Portfolio <sup>.</sup>   | %        |  |  |
| Midterm exam: 25%  | 6 Project  | %                           | Practicum:                   | %             | Participation:           | %        |  |  |
|  |  | 70                          | Chan works                   | 70            | Tatal                    | 1000/    |  |  |
| Quizzes/lesis. 257   | Lab work.  | 70                          | Зпор могк.                   | 70            | TOLAI.                   | 100%     |  |  |
| Details (if necessary):  |  |                             |                              |               |                          |          |  |  |
| Typical Course Content and   | l Topics   |                             |                              |               |                          |          |  |  |
| Landmarks of the face and or   | al cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Body systems</li> </ul>   |  |                             |                              |               |                          |          |  |  |
| <ul> <li>Decions and landma</li> </ul>   | urks of head   |                             |                              |               |                          |          |  |  |
|  |  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| Regions and landma     Regions and landma  | irks of oral cavity  |                             |                              |               |                          |          |  |  |
| Regions and landma     Regions and landma The dentition     Dental arches  | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| Regions and landma     Regions and landma The dentition     Dental arches     Types of teeth   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> </ul> </li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> </ul> The dentition <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> </ul>   | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Identify soft tissues</li> </ul> </li> </ul>  | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> </ul> </li> </ul>  | arks of oral cavity  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> <li>Identify major salivar</li> </ul> </li> </ul>  | arks of oral cavity<br>achment apparatus<br>and taste buds<br>y glands                                     |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> <li>Identify major salivar</li> <li>Functions and composition</li> </ul> </li> </ul>   | achment apparatus<br>and taste buds<br>y glands<br>onents of saliva  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>Dental arches         <ul> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> <li>Identify major salivar</li> <li>Functions and comp</li> </ul> </li> <li>Occlusion</li> </ul>  | achment apparatus<br>and taste buds<br>y glands<br>onents of saliva  |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Identify major salivar</li> <li>Functions and compr</li> </ul> </li> <li>Occlusion         <ul> <li>Angles classification</li> </ul> </li> </ul>  | arks of oral cavity<br>achment apparatus<br>and taste buds<br>y glands<br>onents of saliva<br>of occlusion |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> <li>Identify major salivar</li> <li>Functions and comp</li> </ul> </li> <li>Occlusion         <ul> <li>Angles classification</li> </ul> </li> <li>Orofacial complex</li> </ul>                         | achment apparatus<br>and taste buds<br>y glands<br>onents of saliva<br>of occlusion                        |                             |                              |               |                          |          |  |  |
| <ul> <li>Regions and landma</li> <li>Regions and landma</li> <li>The dentition         <ul> <li>Dental arches</li> <li>Types of teeth</li> <li>Functions of teeth</li> <li>Tooth morphology</li> </ul> </li> <li>The periodontium         <ul> <li>Gingival unit and atta</li> </ul> </li> <li>Intra-oral soft tissues         <ul> <li>Identify soft tissues</li> <li>Describe the tongue</li> <li>Identify major salivar</li> <li>Functions and comproduction</li> <li>Angles classification</li> </ul> </li> <li>Orofacial complex         <ul> <li>Development of oroficial</li> </ul> </li> </ul> | achment apparatus<br>and taste buds<br>y glands<br>onents of saliva<br>of occlusion<br>acial complex       |                             |                              |               |                          |          |  |  |

## AGENDA ITEM # 3.2.

| DENT 132 | University of the Fraser Valley Official Undergraduate Course Outline | Page 3 of 3 |
|----------|---|-------------|
|          |   | - J         |

#### Oral developmental disturbances

#### Head and neck tissues

- TMJ
- Muscles of head and neck
- Blood supply to face and oral cavity
- Lymphatic system
- Innervation of face and oral cavity

#### Pain control in dentistry

- Dental injections
- Topical anesthetic
- Pain control in dental procedures
- Local anesthetic agents, armamentarium, procedures
- Assisting with pain control



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 134   | Ν  | Number of Cre                             | edits: 2.5   |   |   |
|--|--|---|--|---|---|
| Course Full Title: Preventive Dentistry  |  |   |  |   |   |
| Course Short Title:  |  |   |  |   |   |
| Faculty: Faculty of Health Sciences  | C  | Department: ⊢                             | ealth Studies  |   |   |
| Calendar   |  |   |  |   |   |
| Emphasizes the prevention of and factors influencing common dental d<br>self-care and use of therapeutics and fluoride therapy is examined. Stu<br>relates to oral health promotion. |  |   |  | e promotion of oral healt<br>arn about teaching and l | h through the use of oral<br>earning strategies as it |
| Prerequisites (or NONE):   | Admission to   | o the Certified                           | Dental As  | sistant certificate.                                  |   |
| Corequisites (if applicable, or NONE):   |  |   |  |   |   |
| Pre/corequisites (if applicable, or NONE):   | N/A  |   |  |   |   |
| Antirequisite Courses (Cannot be taken for   | r additional cre                                       | dit.)                                     | Specia   | Topics (Double-click or                               | n boxes to select.)                                   |
| Former course code/number:   |  |   | This co  | urse is offered with differ                           | ent topics:   |
| Cross-listed with:   |  |   | 🖾 No   | Yes (If yes, topic will                               | be recorded when offered.)                            |
| Dual-listed with:  |  |   | Independent Study  |   |   |
| Equivalent course(s):  |  |   | If offered as an Independent Study course, this course may   |   |   |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi                                | isite course(s)<br>e that students<br>is course for fu | will be<br>with credit<br>Irther credit.) | be repeated for further credit: ( <i>If yes, topic will be recorded.</i> )<br><i>edit</i><br><i>edit</i><br><i>edit</i><br><i>id</i> No □ Yes, repeat(s) □ Yes, no limit |   |   |
|  |  | ,   | Transfe  | er Credit   |   |
| Typical Structure of Instructional Hours   |  |   | Transfe  | r credit already exists: (S                           | See <u>bctransferguide.ca</u> .)                      |
| Lecture/seminar hours  |  | 42  | 🖾 No   | ∐ Yes   |   |
| Tutorials/workshops  |  |   | Submit   | outline for (re)articulatior                          | 1:  |
| Supervised laboratory hours  |  |   | 🖾 No   | Yes (If yes, fill in tran                             | sfer credit form.)                                    |
| Experiential (field experience, practicum, in  | ternship, etc.)  |   | Gradin   | g System  |   |
| Supervised online activities   |  |   | 🛛 Lette  | er Grades 🔲 Credit/No                                 | Credit  |
| Other contact hours:   |  |   | Maxim  | um enrolment (for infor                               | mation only): 24                                      |
|  | Total hours  | 42  | Expect   | ed Frequency of Cours                                 | e Offerings:  |
| Labs to be scheduled independent of lecture  | hours: 🛛 No  | > 🗌 Yes                                   | Fall onl   | y (Every semester, Fall c                             | nly, annually, etc.)                                  |
| Department / Program Head or Director: C   | indy Shultz  |   |  | Date approved:  | November 2020   |
| Faculty Council approval   |  |   |  | Date approved:  | November 27, 2020                                     |
| Dean: Alastair Hodges  |  |   |  | Date approved:  | November 27, 2020                                     |
| Campus-Wide Consultation (CWC)   |  |   |  | Date of posting:                                      | February 5, 2021                                      |
| Undergraduate Education Committee (UE  | C) approval  |   |  | Date of meeting:                                      | February 26, 2021                                     |

# AGENDA ITEM # 3.2.

|  | 01   | inversity of the Frase  | er valley Off              |                              | Course Out    | iine r                  | age z u |
|--|--|-------------------------|----------------------------|------------------------------|---------------|-------------------------|---------|
| Learning Outcomes:   |  |                         |                            |                              |               |                         |         |
| Upon successful completi   | on of thi  | is course, students wi  | Il be able to:             |                              |               |                         |         |
| <ul> <li>Explain preventa</li> </ul>   | tive den   | ntistry.                |                            |                              |               |                         |         |
| <ul> <li>Discuss factors a</li> <li>Examine the imp</li> </ul>   | act of b   | oral nealth.            | on oral healt              | h                            |               |                         |         |
| <ul> <li>Describe tools ar</li> </ul>  | nd techr   | niques for oral self-ca | re.                        |                              |               |                         |         |
| <ul> <li>Examine therape</li> </ul>  | utics for  | r managing oral disea   | ases.                      |                              |               |                         |         |
| <ul> <li>Identify strategie</li> </ul>   | s for tea  | aching oral health to p | atients.                   |                              |               |                         |         |
|  |  |                         |                            |                              |               |                         |         |
| Prior Learning Assessm   | ent and  | Recognition (PLAF       | R)                         |                              |               |                         |         |
| L Yes 🖾 No, PLAI   | < canno  | t be awarded becaus     | e course con               | npletion is specific to t    | JEV CDA pro   | ogram graduation requir | ements. |
| Typical Instructional Me   | thods  |                         |                            |                              |               |                         |         |
| Lecture, group work, case  | studies  | s, presentations, hybri | id course deli             | ivery.                       |               |                         |         |
|  |  |                         |                            |                              |               |                         |         |
| NOTE: The following see  | ctions n   | nay vary by instruct    | or. Please s               | ee course syllabus a         | vailable fro  | m the instructor.       |         |
| Typical Text(s) and Reso   | ource N  | laterials (If more spa  | ce is reauire              | d. download Supplem          | ental Texts a | nd Resource Materials f | orm.)   |
| Author (surname, in  | itials)  | Title (article, book    | . iournal. etc             | c.)                          | Current e     | d. Publisher            | Year    |
| 1. Bird. D.L., & Robinson  | n. D.S.  | Modern Dental Ass       | istina 13 <sup>th</sup> ed | ition                        |               | Elsevier. Saunders      | 2020    |
| 2. Bird. D.L., & Robinson  | n. D.S.  | Modern Dental Ass       | istina Workba              | ook 13 <sup>th</sup> edition |               | Elsevier, Saunders      | 2020    |
| 3  | .,   | DENT 134 Course         | Pack                       |                              |               | ,                       |         |
| Typical Evaluation Moth  | ode and  | d Woighting             | uon                        |                              |               |                         |         |
|  |  |                         | 450/                       | <b>F</b> ield comparison of  | 0/            | Deutfalier              | 0/      |
| Final exam:  | 30%  | Assignments:            | 45%                        | Field experience:            | %             | Portfolio:              | %       |
| Midterm exam:  | 20%  | Project:                | %                          | Practicum:                   | %             | Participation:          | %       |
| Quizzes/tests:   | 5%   | Lab work:               | %                          | Shop work:                   | %             | lotal:                  | 100%    |
| <ul> <li>Philosophy</li> <li>Factors influence</li> <li>Determinants of</li> </ul>   | ing den<br>health  | tal health              |                            |                              |               |                         |         |
| Role of Human  | Relation   | ns and health promotion | on                         |                              |               |                         |         |
| Tobacco/vaping cessatior   | i  |                         |                            |                              |               |                         |         |
|  |  |                         |                            |                              |               |                         |         |
| Hard and soft deposits   |  |                         |                            |                              |               |                         |         |
| Hard and soft deposits     Plaque biofilm     Carias process   |  |                         |                            |                              |               |                         |         |
| <ul> <li>Hard and soft deposits</li> <li>Plaque biofilm</li> <li>Caries process</li> <li>Caries risk asse</li> </ul>   | ssment   |                         |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta   | ssment<br>ains   |                         |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta   | ssment<br>ains   |                         |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager   | ssment<br>ains<br>Its  |                         |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo   | essment<br>ains<br>its<br>issing m   | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev  | essment<br>ains<br>nts<br>ossing m<br>ices   | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics   | essment<br>ains<br>hts<br>bssing m<br>ices   | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Dentifrices  | essment<br>ains<br>nts<br>ossing m<br>ices   | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Mouth washes<br>Adjunct therape  | ains<br>ains<br>nts<br>ossing m<br>ices  | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Dentifrices<br>Mouth washes<br>Adjunct therap<br>Etiology of det   | issment<br>ains<br>its<br>issing m<br>ices<br>i, rinses<br>ieutics<br>ital sent                          | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Dentifrices<br>Mouth washes<br>Adjunct therap<br>Etiology of del<br>Desensitizing  | ains<br>hts<br>hts<br>issing m<br>ices<br>i, rinses<br>ieutics<br>htal sens<br>agents                    | nethods<br>sitivity     |                            |                              |               |                         |         |
| Hard and soft deposits Plaque biofilm Caries process Caries risk asse Calculus and sta Oral self-care devices Visualizing ager Brushing and flo Specialized dev Oral therapeutics Mouth washes Adjunct therap Etiology of der Desensitizing Oral bealth promotion  | essment<br>ains<br>its<br>issing m<br>ices<br>s, rinses<br>jeutics<br>ital sens<br>agents                | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Dentifrices<br>Mouth washes<br>Adjunct therap<br>Etiology of del<br>Desensitizing<br>Oral health promotion<br>Patient Learni                   | essment<br>ains<br>hts<br>pssing m<br>ices<br>s, rinses<br>peutics<br>htal sens<br>agents<br>ng          | nethods                 |                            |                              |               |                         |         |
| Hard and soft deposits<br>Plaque biofilm<br>Caries process<br>Caries risk asse<br>Calculus and sta<br>Oral self-care devices<br>Visualizing ager<br>Brushing and flo<br>Specialized dev<br>Oral therapeutics<br>Dentifrices<br>Mouth washes<br>Adjunct therap<br>Etiology of der<br>Desensitizing<br>Oral health promotion<br>Patient Learni<br>Teaching strat | essment<br>ains<br>hts<br>pssing m<br>ices<br>s, rinses<br>peutics<br>htal sens<br>agents<br>ng<br>egies | nethods<br>sitivity     |                            |                              |               |                         |         |



**ORIGINAL COURSE IMPLEMENTATION DATE:** 

**REVISED COURSE IMPLEMENTATION DATE:** September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 136  | N  | lumber of Cre   | umber of Credits: 1.5                                      |   |   |  |
|---|--|---|--|---|---|--|
| Course Full Title: Restorative Assisting  |  |   |  |   |   |  |
| Course Short Title: Restorative Assisting   |  |   |  |   |   |  |
| Faculty: Faculty of Health Sciences   | D  | Department: H   | lealth Studies   |   |   |  |
| Calendar Description:   |  |   |  |   |   |  |
| Emphasizes the Dental Assistant's roles and<br>knowledge from DENT 131 and DENT 132. F<br>dentistry, properties and manipulation of dent              | responsibilitie:<br>Principles and a<br>tal materials, c | s associated w<br>application of i<br>avity preparati | vith gener<br>isolation t<br>ions and i                    | al restorative dentistry, b<br>echniques, armamentariu<br>matrix systems are topics | uilding on foundational<br>Im specific to restorative<br>that will be explored. |  |
| Prerequisites (or NONE):  | Admission to   | the Certified   | Dental As  | sistant certificate.  |   |  |
| Corequisites (if applicable, or NONE):  |  |   |  |   |   |  |
| Pre/corequisites (if applicable, or NONE):  |  |   |  |   |   |  |
| Antirequisite Courses (Cannot be taken for  | additional cre   | dit.)   | Specia   | I Topics (Double-click or   | boxes to select.)   |  |
| Former course code/number:  |  |   | This co  | urse is offered with differe  | ent topics:   |  |
| Cross-listed with:  |  |   | 🖾 No   | ☐ Yes (If yes, topic will   | be recorded when offered.)  |  |
| Dual-listed with:   |  |   | Independent Study  |   |   |  |
| Equivalent course(s):   |  |   | If offered as an Independent Study course, this course may |   |   |  |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi | isite course(s)<br>e that students<br>s course for fu    | will be<br>with credit<br>rther credit.)              | be repe  | ated for further credit: (If  | yes, topic will be recorded.)   |  |
|   |  | ,   | Transfe  | er Credit   |   |  |
| Typical Structure of Instructional Hours  |  |   | Transfe  | r credit already exists: (S   | ee <u>bctransferguide.ca</u> .)   |  |
| Lecture/seminar hours   |  | 33  | 🖾 No   | Yes   |   |  |
| Tutorials/workshops   |  |   | Submit   | outline for (re)articulation  | :   |  |
| Supervised laboratory hours   |  |   | 🖾 No   | Yes (If yes, fill in tran   | sfer credit form.)  |  |
| Experiential (field experience, practicum, in   | ternship, etc.)  |   | Gradin   | g System  |   |  |
| Supervised online activities  |  |   | 🛛 Lette  | er Grades 🗌 Credit/No   | Credit  |  |
| Other contact hours:  |  |   | Maxim  | um enrolment (for infor   | mation only): 24  |  |
|   | Total hours  | 33  | Expect   | ed Frequency of Course  | e Offerings:  |  |
| Labs to be scheduled independent of lecture   | hours: 🗌 No  | Yes   | Fall onl   | y (Every semester, Fall o   | nly, annually, etc.)  |  |
| Department / Program Head or Director: C  | indy Shultz  |   |  | Date approved:  | November 2020   |  |
| Faculty Council approval  |  |   |  | Date approved:  | November 27, 2020   |  |
| Dean: Alastair Hodges   |  |   |  | Date approved:  | November 27, 2020   |  |
| Campus-Wide Consultation (CWC)  |  |   |  | Date of posting:  | February 5, 2021  |  |
| Undergraduate Education Committee (UE   | C) approval  |   |  | Date of meeting:  | February 26, 2021   |  |

# AGENDA ITEM # 3.2.

|  |  | ·····, ····   | ·   |               |                                   |                      | 0   |
|--|--|---|---|---------------|-----------------------------------|----------------------|---|
| Learning C   | Jutcomes:  | this source students "  | ha ahla ta  |               |                                   |                      |   |
| upon succe   | essiul completion of   | unis course, students will  | be able to:   |               |                                   |                      |   |
| <ul> <li>Ca</li> <li>Δr</li> </ul>   | ategorize dental instr   | uments according to res   | torative procedures.  |               |                                   |                      |   |
| • De   | escribe properties, u  | ses and handling of resto   | prative, esthetic, and interm   | nediary ma    | aterials.                         |                      |   |
| • Se   | elect and mix interme  | ediary materials accordin   | g to manufacturer's direction   | ons.          |                                   |                      |   |
| • Fo   | blow application proc  | cedures for placement of  | intermediary materials.   |               |                                   |                      |   |
| • Cii<br>• As  | semble and place m   | auons.<br>natrix systems.   |   |               |                                   |                      |   |
| • Se   | elect and assemble a   | armamentarium and equi  | pment for restorative proce   | dures.        |                                   |                      |   |
| • As   | ssist for mock restora   | ative procedures.   |   |               |                                   |                      |   |
| Prior Learr  | ning Assessment a  | nd Recognition (PLAR)   |   |               | ( 0.5.4                           |                      | · .   |
|  | NO, PLAR can   | not be awarded because  | course completion is spec   | ITIC TO UE    | / CDA pro                         | gram graduation re   | quirements.   |
| Typical Ins  | structional Methods  | 5   |   |               |                                   |                      |   |
| Lecture, de  | monstration, small a   | nd large group discussio  | ns, videos, blended course  | e delivery.   |                                   |                      |   |
| NOTE: The  | following sections   | s may vary by instructo   | r. Please see course syll   | abus avai     | ilable from                       | the instructor.      |   |
| Typical Te   | xt(s) and Resource   | Materials (If more spac   | e is required, download Su  | pplement      | al Texts an                       | d Resource Materi    | als form.)  |
| Author   | r (surname, initials)  | ) Title (article, book,   | journal, etc.)  |               | Current ed                        | I. Publisher         | Year  |
| <b>1.</b> Bird, D  | .L. & Robinson, D.S.   | . Modern Dental Assis   | ting 13th ed.   |               | $\boxtimes$                       | Elsevier             | 2020  |
| 2. Bird, D   | .L. & Robinson, D.S.   | Modern Dental Assis   | ting Workbook 13th ed.  |               | $\boxtimes$                       | Elsevier             | 2020  |
| 3. Boyd, L   | R.   | Dental Instruments:   | A Pocket Guide 7th ed.  |               | $\boxtimes$                       | Elsevier             | 2020  |
| 4.   |  | DENT 136 Course P   | ack   |               |                                   |                      |   |
| Required A<br>Kilgore mag  | Additional Supplies  | and Materials<br>and tooth preps  |   |               |                                   |                      |   |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%   | and Materials<br>and tooth preps<br>Ind Weighting<br>Assignments: 2   | 5% Field experience:  | %             | Portfolio:                        |                      | %   |
| Required A<br>Kilgore mag<br>Typical Ev<br>Final exar<br>Midterm e   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %  | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:   | 5%     Field experience:       5%     Practicum:  | %             | Portfolio:<br>Online Di           | iscussion & Particip | %<br>pation: 15%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te  | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:  | <ul> <li>5% Field experience:</li> <li>5% Practicum:</li> <li>% Shop work:</li> </ul>   | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | scussion & Particip  | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exar<br>Midterm e<br>Quizzes/te<br>Details (if r   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%<br>necessary):  | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:  | 5%     Field experience:       5%     Practicum:       %     Shop work:   | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | 9<br>pation: 159<br>1009  |
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| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and access   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>pries   | <ul> <li>5% Field experience:</li> <li>5% Practicum:</li> <li>% Shop work:</li> </ul>   | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | scussion & Particip  | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exar<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide  | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and access<br>entification and use   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>pries   | <ul> <li>5% Field experience:</li> <li>5% Practicum:</li> <li>% Shop work:</li> </ul>   | %<br>%        | Portfolio:<br>Online Di<br>Total: | scussion & Particip  | %<br>pation: 15%<br>100%  |
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| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Co<br>• De<br>Restorative  | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>m: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>botton roll techniques<br>ental dam   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Copics<br>or coding<br>ons<br>materials   | 5%       Field experience:         5%       Practicum:         %       Shop work:   | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
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| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Co<br>• De<br>Restorative<br>• Dii<br>• An   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>wam: %<br>ests: 15%<br>necessary):<br>urse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>toton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s   | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>ories<br>ar coding<br>tons<br>materials<br>torations<br>glass ionomer, and temp<br>safety | 5%       Field experience:         5%       Practicum:         %       Shop work:   | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | scussion & Particip  | 9<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Cc<br>• De<br>Restorative<br>• Din<br>• An   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>toton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>malgam, composite,<br>ercury hygiene and so<br>w materials   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>ories<br>or coding<br>ions<br>materials<br>torations<br>glass ionomer, and temp<br>safety | 5% Field experience: 5% Practicum: % Shop work:   | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | 9<br>9<br>900<br>900<br>900<br>900<br>900<br>900<br>900<br>900<br>900 |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Cc<br>• De<br>Restorative<br>• Di<br>• An<br>• Me<br>Intermediar<br>• Lir  | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>m: 40%<br>xam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and accesss<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and applicati<br>botton roll techniques<br>ental dam<br>a and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>y materials<br>ners   | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>or coding<br>tons<br>materials<br>torations<br>glass ionomer, and temp<br>safety          | 5%       Field experience:         5%       Practicum:         %       Shop work:         %       Shop work:  | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Co<br>• De<br>Restorative<br>• Dii<br>• An<br>• Ma<br>Intermediar<br>• Lir<br>• Ba   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>m: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and accesse<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>botton roll techniques<br>ental dam<br>e and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>y materials<br>ners<br>asses   | and Materials<br>and tooth preps<br>and Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>or coding<br>ons<br>materials<br>torations<br>glass ionomer, and temp<br>safety           | 5%       Field experience:         5%       Practicum:         5%       Shop work:         %       Shop work:         porary restorative materials  | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>Udd<br>Dental Instr<br>Isolation ma<br>CC<br>De<br>Restorative<br>De<br>Restorative<br>An<br>Me<br>Intermediar   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>m: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and accesse<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>otton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>y materials<br>ners<br>ases<br>ponding systems  | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>or coding<br>ons<br>materials<br>torations<br>glass ionomer, and temp<br>safety           | 5%       Field experience:         5%       Practicum:         %       Shop work:         %       Shop work:  | %<br>%<br>%   | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>Udd<br>Ontal Instr<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Dental Instr<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Dental Instr<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Details (if r<br>Solation ma<br>Other<br>Details (if r<br>Solation ma<br>Other<br>Solation ma<br>Other<br>Details (if r<br>Solation ma<br>Other<br>Details (if r | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>m: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>rurse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>otton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>malgam, composite,<br>ercury hygiene and s<br>y materials<br>ases<br>onding systems<br>ntistry   | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>or coding<br>ons<br>materials<br>torations<br>glass ionomer, and temp<br>safety           | 5%       Field experience:         5%       Practicum:         %       Shop work:   | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>Ude<br>Ma<br>Tra<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Dental Instr<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Details (if r<br>Typical Co<br>Ma<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Ma<br>Isolation ma<br>CC<br>Details (if r<br>Typical Co<br>Details (if r<br>Typical Co<br>Details (if r<br>Typical Co<br>Details (if r<br>Typical Co<br>Details (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>CC<br>Co<br>Details (if r<br>Solation ma<br>CC<br>Co<br>Details (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>CC<br>Solation (if r<br>Solation ma<br>CC<br>Details (if r<br>Solation ma<br>Solation (if r<br>Solation ma<br>CC<br>Solation (if r<br>Solation ma<br>CC<br>Solation (if r<br>Solation ma<br>Solation (if r         | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>exam: %<br>ests: 15%<br>necessary):<br>urse Content and T<br>ruments and access<br>entification and use<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>toton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>y materials<br>ases<br>onding systems<br>antistry<br>avity classification   | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Copics<br>or coding<br>ons<br>materials<br>torations<br>glass ionomer, and temp<br>safety           | 5%       Field experience:         5%       Practicum:         %       Shop work:   | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Cc<br>• De<br>Restorative<br>• Dii<br>• An<br>• Me<br>Intermediar<br>• Ba<br>• Bc<br>General dei<br>• Ca   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>wam: %<br>ests: 15%<br>necessary):<br>urse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and application<br>toton roll techniques<br>ental dam<br>and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>by materials<br>ners<br>asses<br>onding systems<br>ntistry<br>avity classification<br>avity preparation  | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>or coding<br>fons<br>materials<br>torations<br>glass ionomer, and temp<br>safety          | 5%       Field experience:         5%       Practicum:         %       Shop work:         %       Shop work:  | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |
| Required A<br>Kilgore mag<br>Typical Eva<br>Final exan<br>Midterm e<br>Quizzes/te<br>Details (if r<br>Typical Co<br>Dental Instr<br>• Ide<br>• Ma<br>• Tra<br>Isolation ma<br>• Cc<br>• De<br>Restorative<br>• Din<br>• An<br>• Me<br>Intermediar<br>• Lir<br>• Ba<br>• Bc<br>General de<br>• Ca<br>• Pr   | Additional Supplies<br>gnetic dental model a<br>aluation Methods a<br>n: 40%<br>wam: %<br>ests: 15%<br>necessary):<br>urse Content and T<br>ruments and access<br>entification and use<br>atrix systems<br>ay systems and color<br>aterials and applicati<br>totton roll techniques<br>ental dam<br>e and esthetic dental<br>rect and indirect rest<br>nalgam, composite,<br>ercury hygiene and s<br>y materials<br>ners<br>ases<br>onding systems<br>ntistry<br>avity classification<br>avity preparation<br>ocedural steps for a<br>engaration assisting | and Materials<br>and tooth preps<br>ind Weighting<br>Assignments: 2<br>Project:<br>Lab work:<br>Topics<br>ories<br>or coding<br>tons<br>materials<br>torations<br>glass ionomer, and temp<br>safety | 5%       Field experience:         5%       Practicum:         5%       Shop work:         %       Shop work:         porary restorative materials         https://www.secondlinese | <u>%</u><br>% | Portfolio:<br>Online Di<br>Total: | iscussion & Particip | %<br>pation: 15%<br>100%  |



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 137  | N  | lumber of Cre  | edits: 1.5   |   |  |  |
|---|--|--|--|---|--|--|
| Course Full Title: Lab Procedures and Pros  | thodontics   |  |  |   |  |  |
| Course Short Title: Lab Procedures/Prostho  | odontics   |  |  |   |  |  |
| Faculty: Faculty of Health Sciences   | D  | Department: ⊢  | lealth Stu   | ealth Studies   |  |  |
| Calendar Description:   |  |  |  |   |  |  |
| Comprised of independent reading and study<br>impression materials and fabrication of single<br>experiences related to basic and dental labor<br>guidelines, and the CDA's role in fixed and re | y, lab and class<br>e-unit provision<br>atory procedur<br>emovable prost | sroom instructi<br>nal restorations<br>res, materials<br>thodontics. | on/activiti<br>5. This co<br>and equip                     | ies, and a three-hour inte<br>urse is designed to provio<br>oment. Included are indic | aractive workshop on<br>de information and practical<br>ations, procedural |  |
| Prerequisites (or NONE):  | Admission to   | the Certified  | Dental As  | ssistant certificate.   |  |  |
| Corequisites (if applicable, or NONE):  |  |  |  |   |  |  |
| Pre/corequisites (if applicable, or NONE):  |  |  |  |   |  |  |
| Antirequisite Courses (Cannot be taken for  | additional cre   | dit.)  | Specia   | I Topics (Double-click or   | n boxes to select.)  |  |
| Former course code/number:  |  |  | This co  | urse is offered with differ   | ent topics:  |  |
| Cross-listed with:  |  |  | 🖾 No   | Yes (If yes, topic will   | be recorded when offered.)   |  |
| Dual-listed with:   |  |  | Independent Study  |   |  |  |
| Equivalent course(s):   |  |  | If offered as an Independent Study course, this course may |   |  |  |
| (If offered in the previous five years, antireque<br>included in the calendar description as a note   | isite course(s)<br>e that students                                       | will be<br>with credit   | be repe  | eated for further credit: (If   | yes, topic will be recorded.)  |  |
| for the antirequisite course(s) cannot take thi   | s course for fu  | rther credit.)   | M NO   | repeat(s)   | ) Tes, no limit  |  |
|   |  |  | Transfer Credit  |   |  |  |
| Typical Structure of Instructional Hours  |  |  | Transfe  | er credit already exists: (S  | See <u>bctransferguide.ca</u> .)   |  |
| Lecture/seminar hours   |  | 30   |  |   |  |  |
| Tutorials/workshops   |  |  | Submit outline for (re)articulation:                       |   |  |  |
| Supervised laboratory hours   |  |  |  |   | isier credit ionn.)  |  |
| Experiential (field experience, practicum, in   | ternship, etc.)  |  | Grading System   |   |  |  |
| Supervised online activities  |  |  | 🖂 Lette  | er Grades 🗌 Credit/No   | o Credit   |  |
| Other contact hours:  |  |  | Maxim  | um enrolment (for infor   | mation only): 24   |  |
|   | Total hours  | 30   | Expect   | ed Frequency of Cours   | e Offerings:   |  |
| Labs to be scheduled independent of lecture   | hours: 🗌 No  | Yes  | Fall onl   | y (Every semester, Fall c   | only, annually, etc.)  |  |
| Department / Program Head or Director: C  | indy Shultz  |  |  | Date approved:  | November 2020  |  |
| Faculty Council approval  |  |  |  | Date approved:  | November 27, 2020  |  |
| Dean: Alastair Hodges   |  |  |  | Date approved:  | November 27, 2020  |  |
| Campus-Wide Consultation (CWC)  |  |  |  | Date of posting:  | February 5, 2021   |  |
| Undergraduate Education Committee (UE   | C) approval  |  |  | Date of meeting:  | February 26, 2021  |  |
| Learnin            | g Outcome  | s:  |  |                        |                           |               |                   |               |
|--------------------|--|---|--|------------------------|---------------------------|---------------|-------------------|---------------|
| Upon su            | ccessful cor   | npletion of thi   | s course, students                       | will be able to:       |                           |               |                   |               |
| •                  | Describe la  | b equipment,  | organization, safe                       | ty and mainten         | ance.                     |               |                   |               |
| •                  | Describe th  | e types and u   | uses of different de                     | ntal impression        | materials.                |               |                   |               |
| •                  | Examine th   | e types of der  | ntal cements and the                     | heir uses.             |                           |               |                   |               |
| •                  | Explain the  | types fabrica   | products.                                | care of various        | fixed prosthodoptics      |               |                   |               |
| •                  | Explain the  | types, fabrica  | ation, function and                      | care of remova         | ble prosthodontics.       |               |                   |               |
|                    | •  |   |  |                        | •                         |               |                   |               |
| Prior Le           | earning Ass<br>No,   | essment and<br>PLAR canno   | I Recognition (PL<br>t be awarded beca   | AR)<br>luse course cor | npletion is specific to l | JFV CDA pro   | ogram graduation  | requirements. |
| Typical            | Instruction  | al Methods  |  |                        |                           |               |                   |               |
| Lecture,           | demonstrat   | ion, small and  | l large group discu                      | ssions, videos,        | blended course delive     | ery.          |                   |               |
| NOTE: 1            | The followir   | ng sections n   | nay vary by instru                       | ictor. Please s        | ee course syllabus a      | vailable fro  | m the instructor. |               |
| Typical            | Text(s) and  | Resource M  | laterials (If more s                     | pace is require        | d, download Suppleme      | ental Texts a | nd Resource Mate  | erials form.) |
| Aut                | nor (surnar  | ne, initials)   | litle (article, bo                       | ok, journal, etc       | .)                        | Current e     | d. Publisher      | Year          |
| 1. Bird            |  | inson, D.S.   | iviodern Dental A                        | ssisting 13th ed       | ].                        |               | Elsevier          | 2020          |
| 2. Bird            | I, D.L. & Rot  | oinson, D.S.  | Modern Dental A                          | ssisting Workb         | ook 13th ed.              | $\bowtie$     | Elsevier          | 2020          |
| 3.                 |  |   | DENT 137 Cours                           | e Pack                 |                           |               |                   |               |
| Typical            | Evaluation   | Methods and   | d Weighting                              |                        |                           |               |                   |               |
| Final e            | xam:   | 60%   | Assignments:                             | 25%                    | Field experience:         | %             | Portfolio:        | %             |
| Midterr            | m exam:  | %   | Project:                                 | %                      | Practicum:                | %             | :                 | %             |
| Quizze             | es/tests:  | 15%   | Lab work:                                | %                      | Shop work:                | %             | Total:            | 100%          |
| Details            | (if necessa  | ·v):  |  |                        |                           |               |                   |               |
| Lab mat            | Organizatic<br>Safety<br>ion materials<br>Hydrocolloi<br>Elastomeria<br>Impression<br>Types of in<br>serials and p<br>Study mod<br>Gypsum; p<br>Custom im<br>Mouthguar<br>Bleach tray<br>Dental wax<br>able prosthoo | n<br>d impressions<br>impressions<br>material uses<br>pression tray<br>rocedures<br>els<br>pouring, trimmi<br>pression trays<br>ds<br>s<br>es and uses<br>dontics | s<br>s; procedures used<br>ng, finishing | 9                      |                           |               |                   |               |
| •<br>Fixed pr      | Fabrication<br>Care of der<br>osthodontics<br>Types of fix<br>Fabrication  | of dentures<br>ntures<br>ed prosthodo<br>and function   | ntics<br>of various fixed pro            | osthodontics           |                           |               |                   |               |
| •<br>•<br>•        | Care of fixe   |   |  |                        |                           |               |                   |               |
| •<br>•<br>Dental c | Care of fixe<br>ements   | ents  |  |                        |                           |               |                   |               |



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

September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): Course outline form version: 05/18/2018

February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: DENT 150  | N   | lumber of Cre                                       | edits: 4                            |   |
|---|---|---|-------------------------------------|---|
| Course Full Title: Clinical Dental Assisting  |   |   |                                     |   |
| Course Short Title:   |   |   |                                     |   |
| Faculty: Faculty of Health Sciences   | D   | Department: ⊢                                       | lealth Stu                          | dies  |
| Calendar Description:   |   |   |                                     |   |
| Introduces concepts, principles, and foundati setting on manikins and peers while integratir includes the beginning skills of problem-solvin          | onal chairside<br>ng the concept<br>ng, teaching/le   | assisting and<br>ts of profession<br>arning, time n | dental lab<br>nal condu<br>nanageme | oratory skills. Related skills are practiced in a clinical<br>ct, safe practice, and effective communication. It<br>ent, and self-evaluation. |
| Prerequisites (or NONE):  | Admission to  | the Certified                                       | Dental As                           | sistant certificate.  |
| Corequisites (if applicable, or NONE):  |   |   |                                     |   |
| Pre/corequisites (if applicable, or NONE):  |   |   |                                     |   |
| Antirequisite Courses (Cannot be taken for  | additional cre  | dit.)   | Special                             | Topics (Double-click on boxes to select.)   |
| Former course code/number: DENT 152A  |   |   | This co                             | urse is offered with different topics:  |
| Cross-listed with:  |   |   | 🖾 No                                | Yes (If yes, topic will be recorded when offered.)  |
| Dual-listed with:   |   |   | Indepe                              | ndent Study   |
| Equivalent course(s):   |   |   | If offere                           | d as an Independent Study course, this course may   |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi | isite course(s)<br>e that students<br>s course for fu | will be<br>with credit<br>orther credit.)           | be repe<br>⊠ No                     | ated for further credit: (If yes, topic will be recorded.)         Yes,       repeat(s)         Yes,       repeat(s)                          |
|   |   |   | Transfe                             | er Credit   |
| Typical Structure of Instructional Hours  |   | <u> </u>  | Transfe                             | r credit already exists: (See <u>bctransferguide.ca</u> .)  |
| Lecture/seminar hours   |   |   | 🖾 No                                | L Yes   |
| Tutorials/workshops   |   |   | Submit                              | outline for (re)articulation:   |
| Supervised laboratory hours   |   |   | 🖾 No                                | Yes (If yes, fill in transfer credit form.)   |
| Experiential (field experience, practicum, int  | ternship, etc.)                                       |   | Grading                             | g System  |
| Supervised online activities  |   |   | Lette                               | er Grades 🛛 Credit/No Credit  |
| Other contact hours: Clinic/Lab   |   | 196   | Maximu                              | Im enrolment (for information only): 24   |
| Total hours   |   | 196   | Expect                              | ed Frequency of Course Offerings:   |
| Labs to be scheduled independent of lecture   | hours: 🛛 No   | ) 🗌 Yes   | Fall only                           | (Every semester, Fall only, annually, etc.)   |
| Department / Program Head or Director: C  | indy Shultz   |   |                                     | Date approved:  |
| Faculty Council approval  |   |   |                                     | Date approved:  |
| Dean: Alastair Hodges   |   |   |                                     | Date approved:  |
| Campus-Wide Consultation (CWC)  |   |   |                                     | Date of posting:  |
| Undergraduate Education Committee (UE   | C) approval   |   |                                     | Date of meeting:  |

| 0.00   | rning Outcomes  |  |  |  |  |   |  |                           |
|--|---|--|--|--|--|---|--|---------------------------|
| Uno  | n successful con  | ••<br>noletion of thi  | is course students wil   | l be able to:  |  |   |  |                           |
| opo  | Apply effect  | tive organizat   | ional skill in the comp  | letion of nati   | ient care  |   |  |                           |
|  | <ul> <li>Participate :</li> </ul>   | as an effectiv   | re member of the dent  | al team.   |  |   |  |                           |
|  | Utilize profe   | essional and t   | herapeutic communic  | ation and de   | emonstrates accour   | ntability in the clinio   | c setting.   |                           |
|  | Apply critication   | al thinking an   | d integration of theory  | in the plann   | ning and implanting  | of patient care.  |  |                           |
|  | <ul> <li>Demonstrat</li> <li>Apply LIEV/</li> </ul>   | e accurate de<br>dental clinica  | cumentation of patier  | nt assessme  | essional procedures  | s.<br>andards   |  |                           |
|  | <ul> <li>Apply clive</li> </ul>   | ant theory an  | d utilizes resources as  | s needed to  | ensure evidence-in   | formed care.  |  |                           |
| \ A /I= :  |   |  |  | 14 1   | -   4  4 4   |   |  |                           |
| inter  | rdependent set o  | f skills.  | separate procedures,   | it is essentia   | al that they be learn  | ned and practiced   | as an integrated a   | ina                       |
|  |   |  |  |  |  |   |  |                           |
| Prio   | or Learning Asso  | essment and  | Recognition (PLAR  | )  |  |   |  |                           |
| ו 🗆  | res 🛛 No,   | PLAR canno   | t be awarded because   | e course cor   | npletion is specific   | to UFV CDA progr  | am graduation re   | quirements.               |
| Тур  | ical Instructiona   | al Methods   |  |  |  |   |  |                           |
| Insti  | ructor demonstra  | tions, clinical  | instruction, online ins  | truction (vid  | eos/resources).  |   |  |                           |
|  |   |  |  |  | ,  |   |  |                           |
| NO   | TE: The followin  | g sections r   | nay vary by instructo  | or. Please s   | ee course syllabu  | s available from  | the instructor.  |                           |
| T  | ical Tayt(a) and  | Dessures   | leteriele //f mars and   |  | d download Sumpl   | amontal Tayta and   | Deservice Materi   | ala farma )               |
| тур  | Author (surnan  |  |  |  | u, uownioau Supple   | Current ed  | Resource materia   | ais ionn.)<br>Voar        |
| 1  | Bird DI & Roh   | inson DS   | Modern Dental Assis  | sting 13th er  |  |   | Fublisher  | 2020                      |
| 1.<br>2  | Bird, D.L. & Rob  | incon DS   | Modern Dental Assis  | sting Workb  | a.<br>ook 12th od  |   | Elsevier   | 2020                      |
| 2.   | BIIO, D.L. & ROD  | inson, D.S.  | Nodern Dental Assis  |  |  |   | Elsevier   | 2020                      |
| 3.   | Boya, L. R.   |  | Dental Instruments:  | A Pocket G   | uide /th ed.   | ×   | Elsevier   | 2020                      |
|  |   |  |  | aon  |  |   |  |                           |
| <b>Req</b><br>Kilg<br>Clin   | uired Additiona<br>ore magnetic der<br>ic scrubs, lab coa   | I <b>I Supplies a</b><br>ntal model an<br>at, duty shoes   | nd Materials<br>d tooth preps<br>s, name tag and prote   | ctive eyewea   | ar, face shields   |   |  |                           |
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| Req<br>Kilg<br>Clin<br>Fir<br>Mid<br>Qu<br>Deta<br>dem<br>Grad<br>Grad<br>Bas                        | uired Additiona<br>ore magnetic der<br>icscrubs, lab coa<br>ical Evaluation<br>nal exam:<br>dterm exam:<br>uizzes/tests:<br>ails: Evaluation f<br>nonstrate a comp<br>petencies and co<br>ding for this cour<br>ical Course Cor<br>ic Dental Assistir<br>Principles o<br>Maintenanc<br>Patient com<br>Transfer of<br>Maintaining<br>Principles o<br>ent assessment<br>Identificatio<br>Identificatio<br>Application<br>Assisting wi   | I Supplies a<br>ntal model an<br>at, duty shoes<br>Methods and<br>%<br>%<br>for this course<br>etent, safe an<br>omplete all la<br>se is either co<br>ntent and To<br>ng<br>f asepsis – m<br>f infection co<br>the of handpie-<br>armamentari<br>operating fie<br>f instrument<br>n of common<br>n of common<br>n of common<br>of topical anes<br>ith local anes                             | nd Materials<br>d tooth preps<br>s, name tag and prote<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>e is based on completing<br>professional perform<br>b requirements accord<br>redit or no credit.<br>pics (Competencies)<br>maintain sterilization ar<br>ntrol<br>ces<br>tioning of patient and<br>um<br>structures of the dent<br>structures of the period<br>structures of intra ora<br>esthetic (patient level)<br>thetic administration             | ctive eyewer<br>%<br>%<br>%<br>ion of specif<br>mance and r<br>ding to state<br>)<br>ea<br>team<br>team                  | ar, face shields Portfolio: Lab work and cou Total: ic clinic competenci meet the stated eva d criteria.   | mpletion of require   | ed competencies:<br>ements. Student r<br>all assigned clinic | %<br>100%<br>nust         |
| Req<br>Kilg<br>Clin<br>Fir<br>Mid<br>Qu<br>Deta<br>dem<br>Grad<br>Typ<br>Bas                         | uired Additiona<br>ore magnetic der<br>ic scrubs, lab coa<br>ical Evaluation<br>nal exam:<br>dterm exam:<br>dizzes/tests:<br>ails: Evaluation f<br>nonstrate a comp<br>petencies and co<br>ding for this cour<br>ical Course Cor<br>ic Dental Assistir<br>Principles o<br>Principles o<br>Patient com<br>Transfer of<br>Mainteinang<br>Principles o<br>ent assessment<br>Identificatio<br>Identificatio<br>Application<br>Assisting wi  | Il Supplies a<br>ntal model an<br>at, duty shoes<br>Methods and<br>%<br>%<br>%<br>for this course<br>etent, safe an<br>omplete all la<br>se is either co<br>ntent and To<br>ng<br>f asepsis – m<br>f infection co<br>the of handpies<br>armamentari<br>operating fie<br>f instrument f<br>n of common<br>n of common<br>n of common<br>of topical anes<br>the local anes                     | nd Materials<br>d tooth preps<br>s, name tag and prote<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>e is based on completing<br>professional perform<br>b requirements accord<br>redit or no credit.<br>pics (Competencies)<br>maintain sterilization ar<br>ntrol<br>ces<br>tioning of patient and sum<br>end<br>use<br>structures of the dent<br>structures of the period<br>structures of intra ora<br>esthetic (patient level)<br>thetic administration | ctive eyewer<br>%<br>%<br>ion of specif<br>mance and r<br>ding to state<br>ea<br>team<br>ition<br>pdontium<br>al tissues | ar, face shields Portfolio: Lab work and con Total: ic clinic competenci meet the stated eva d criteria.   | mpletion of require   | ed competencies:<br>ements. Student r<br>all assigned clinic | %<br>100%<br>nust         |
| Req<br>Kilg<br>Clin<br>Fir<br>Mid<br>Qu<br>Deta<br>dem<br>Grad<br>Typ<br>Bas                         | uired Additiona<br>ore magnetic der<br>ic scrubs, lab coa<br>ical Evaluation<br>nal exam:<br>dterm exam:<br>dizzes/tests:<br>ails: Evaluation f<br>nonstrate a comp<br>petencies and co<br>ding for this cour<br>ical Course Cor<br>ic Dental Assistir<br>Principles o<br>Principles o<br>Principles o<br>Maintenanc<br>Patient com<br>Transfer of<br>Maintaining<br>Principles o<br>ent assessment<br>Identificatio<br>Identificatio<br>Application<br>Assisting wi<br>ventive dentistry | Il Supplies a<br>ntal model an<br>at, duty shoes<br>Methods and<br>%<br>%<br>%<br>for this course<br>etent, safe an<br>omplete all la<br>se is either co<br>ntent and To<br>ng<br>f asepsis – m<br>f infection co<br>the of handpies<br>armamentari<br>operating fies<br>f instrument of<br>n of common<br>n of common<br>n of common<br>of topical ane<br>ith local aness<br>ride applicati | nd Materials<br>d tooth preps<br>s, name tag and prote<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>e is based on completing<br>professional perform<br>b requirements accord<br>redit or no credit.<br>pics (Competencies)<br>maintain sterilization ar<br>ntrol<br>ces<br>tioning of patient and sum<br>and<br>use<br>structures of the dent<br>structures of the perie<br>structures of intra ora<br>esthetic (patient level)<br>thetic administration  | ctive eyewer<br>%<br>%<br>ion of specif<br>mance and r<br>ding to state<br>ea<br>team                                    | ar, face shields          Portfolio:         Lab work and con         Total:         ic clinic competence         meet the stated eval         d criteria. | mpletion of require   | ed competencies:<br>ements. Student r<br>all assigned clinic | %<br>100%<br>nust         |

# AGENDA ITEM # 3.2.

| DENT 150                                  | University of the Fraser Valley Official Undergraduate Course Outline | Page <b>3</b> of |
|---|---|------------------|
| Restorative assisting                     |   |                  |
| <ul> <li>Cotton roll Isolation</li> </ul> | 1   |                  |
| <ul> <li>Dental dam isolation</li> </ul>  | on to a manikin level   |                  |
| <ul> <li>Identification of ins</li> </ul> | truments and burs for restorative procedures                          |                  |
| <ul> <li>Assembling instrur</li> </ul>    | nents for restorative procedures                                      |                  |
| <ul> <li>Mixing dental mate</li> </ul>    | rials   |                  |
| <ul> <li>Assisting with post</li> </ul>   | erior restorations  |                  |
| <ul> <li>Placement and ren</li> </ul>     | noval of matrices and wedges  |                  |
| <ul> <li>Application of treat</li> </ul>  | ment liner (no pulpal involvement)                                    |                  |
| Prosthodontics/lab procedu                | res   |                  |
| Obtain impressions                        | s for study models/wax bite registration                              |                  |
| <ul> <li>Pour, trim, and finis</li> </ul> | sh study models   |                  |
| Remove retraction                         | cord at manikin level   |                  |
| Managing patient records                  |   |                  |
| <ul> <li>Charting and anno</li> </ul>     | tation  |                  |
| <ul> <li>Assessment and tr</li> </ul>     | eatment record documentation  |                  |

To: Faculty of Professional Studies Curriculum Committee

#### From: Christina Neigel, Department Head Department of Information Studies

Date: September 28, 2020

#### Subject: Proposal for revision of LIBT 100: Introduction to Libraries

- 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
  - $\boxtimes$  Frequency of course offering
  - $\boxtimes$  Learning outcomes
  - ☑ Delivery methods and/or texts and resource materials
  - □ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - $\Box$  Other Please specify:
- 2. Rationale for change:

Last revised in 2007, this course is being updated to meet current learning outcome expectations. In practice, this course has been offered 2 times per year, flipping between online and face-to-face offerings.

The course contact hours have been changed to align with other UFV 3 credit undergraduate courses of 45 hours.

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

Some areas of the field of information studies have experienced seismic changes since 2007 and the revised learning outcomes better reflect contemporary issues as well as better align with UFV's institutional learning outcomes.

The course will remain open to all students at UFV. Since 2009, an average of 25% of students have been non-program students, many of which use this course to contemplate entry into the program.

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)? n/a
- 6. What consideration has been given to indigenizing the curriculum?

The Department of Information Studies has taken the topic of Indigenization extremely seriously. Colonial in nature, libraries face significant questions relating to Indigenization. Some of these questions can be addressed through the learning objective, "Explain why inclusivity is a priority for libraries," folding in examples and discussion that relate to things like the Truth and Reconciliation Commission's recommendations. As a survey course for the program, other possibilities for discussion around alternative ways of knowing and social injustice/inequity may be introduced through the use of examples when covering other outcomes like using library search tools.

- 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: \$50 for texts.

#### CWC comments and responses:

- Can hours be revised to use whole numbers rather than half hours? Forty-five hour courses have been divided equally between lab time and other course instruction. This also reflects the nature of classroom scheduling and allows flexibility if there is a need to change classrooms.
- Are the "supervised laboratory hours" in a computer lab? When courses are held on campus, they are in a computer lab.
- Learning outcome #5: suggest revising to frame in a professional context, such as "Use effective forms of communication for the library context".
   Graduates and students work in various contexts (libraries, archives, museums, and cultural resource centres). Given that the course has no pre- or co-requisites, skills should be applicable beyond these environments.
- Course content #9: suggest changing to "Workplace communications in the library setting". Graduates and students work in various contexts (libraries, archives, museums, and cultural resource centres). Given that the course has no pre- or co-requisites, skills should be applicable beyond these environments.



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

September 1996 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: LIBT 100  | 1   | Number of Cre  | edits: 3 C  | ourse credit policy (105)   |  |
|---|---|--|---|---|--|
| Course Full Title: Introduction to Libraries  |   |  |   |   |  |
| Course Short Title:   |   |  |   |   |  |
| (Transcripts only display 30 characters. Depa   | artments may  | recommend a  | short title   | if one is needed. If left b   | olank, one will be assigned.)  |
| Faculty: Faculty of Professional Studies  | I<br>S  | <b>Department (c</b><br>Studies                                  | or program  | n if no department): D  | epartment of Information   |
| Calendar Description:   |   |  |   |   |  |
| Provides a broad introduction to the role of lib<br>students learn how libraries provide access to<br>Students will become familiar with library cult   | praries in cont<br>o information,<br>ure and value                    | emporary Can<br>while developi<br>s and how libra                | adian soc<br>ng basic s<br>ary service  | iety. Focusing on the ba<br>search skills and learning<br>e is provided.  | sic functions of libraries,<br>g library terminology.  |
| Prerequisites (or NONE):  | None.   |  |   |   |  |
| Corequisites (if applicable, or NONE):  | NONE  |  |   |   |  |
| Pre/corequisites (if applicable, or NONE):  | NONE  |  |   |   |  |
| Antirequisite Courses (Cannot be taken for<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, antirequi<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take this<br><b>Typical Structure of Instructional Hours</b><br>Lecture/seminar hours | additional cre<br>isite course(s)<br>that students<br>s course for fu | edit.)<br>) will be<br>s with credit<br>urther credit.)<br>22. 5 | Special<br>This col<br>⊠ No<br>Indepea<br>If offere<br>be repe<br>⊠ No<br>Transfe<br>⊠ No | Topics (Double-click o         urse is offered with differ         Yes (If yes, topic will         ndent Study         d as an Independent Stuated for further credit: (I)         Yes, repeat(s)         r Credit         r credit already exists: (3)         Yes | n boxes to select.)<br>rent topics:<br>I be recorded when offered.)<br>udy course, this course may<br>f yes, topic will be recorded.)<br>) ☐ Yes, no limit<br>See <u>bctransferguide.ca</u> .) |
| Tutorials/workshops   |   |  | Submit  | outline for (re)articulation  | n:   |
| Supervised laboratory hours   |   | 22.5   | ∐ No  | Yes (If yes, fill in tran   | nsfer credit form.)  |
| Experiential (field experience, practicum, int  | ernship, etc.)  |  | Grading   | g System  |  |
| Supervised online activities  |   |  | 🛛 Lette   | er Grades 🗌 Credit/No   | o Credit   |
| Other contact hours:  |   |  | Maxim   | um enrolment (for info  | mation only): 36   |
|   | Total hours   | 45   | Expect  | ed Frequency of Cours   | e Offerings:   |
| Labs to be scheduled independent of lecture   | hours: 🛛 No   | D 🗌 Yes  | 1 sectio  | n per year (Every seme  | ster, Fall only, annually, etc.)   |
| Department / Program Head or Director: D  | r. Christina N  | eigel  |   | Date approved:  | November 6, 2020   |
| Faculty Council approval  |   |  |   | Date approved:  | December 11, 2020  |
| Dean/Associate VP: Dr. Tracy Ryder Glass  |   |  |   | Date approved:  | December 11, 2020  |
| Campus-Wide Consultation (CWC)  |   |  |   | Date of posting:  | January 22, 2021   |
| Undergraduate Education Committee (UEC  | C) approval   |  |   | Date of meeting:  | February 26, 2021  |

| Learning Outcomes  | :  |   |   |   |              |                         |            |
|--|--|---|---|---|--------------|-------------------------|------------|
| Upon successful com  | pletion of th  | is course, students w   | ill be able to:   |   |              |                         |            |
| <ol> <li>Describe the</li> <li>Explain why</li> <li>Describe the</li> <li>Apply library</li> <li>Communica</li> <li>Interpret val</li> </ol> | <ul> <li>main types</li> <li>inclusivity a</li> <li>role of libra</li> <li>tools and p</li> <li>te effectively</li> <li>rious formate</li> </ul> | of Canadian libraries<br>nd other core values<br>ary technicians in vari-<br>rocesses used in sea<br>/ through writing in bc<br>s of bibliographic desr | s and how the<br>are importan<br>ous library co<br>arching, mana<br>oth profession<br>cription inclue | ey operate.<br>It for libraries.<br>Intexts.<br>aging collections and cirr<br>aal and academic forms.<br>Jing library records and d | culating lil | orary materials.        |            |
| Prior Learning Asse  | ssment and   | d Recognition (PLAI   | R)  |   |              |                         |            |
| ⊠Yes ∐No,  | PLAR canno   | of be awarded for this  | course beca   | luse  |              |                         |            |
| Typical Instructiona   | I Methods (  | Guest lecturers, pres   | entations, or   | nline instruction, field trip   | s, etc.; m   | ay vary at department's | discretion |
| Classes will consist r   | nainly of lect   | ures, learning activition   | es and labs.  |   |              |                         |            |
| NOTE: The followin   | a sections r   | may vary by instruc   | tor. Please s   | ee course svilabus av   | ailable fr   | om the instructor.      |            |
| Typical Taxt(a) and  |  | Interiale (If more on   |   | d download Supplement   | tol Toyto    | and Resource Material   | form )     |
| Author (surnan   | Resource w   | Title (article book   | iournal et  | c) Curr   | ented        | Publisher               | Year       |
| 1. Rowe, Helen, Tr   | na Grover  | Learn Basic Library   | / Skills  | eun eun   |              | Total Recall DocMatrix  | 1001       |
| 2.   |  | ,   |   |   |              |                         |            |
| 3.   |  |   |   |   |              |                         |            |
| 4.   |  |   |   |   |              |                         |            |
| 5.   |  |   |   |   |              |                         |            |
| Final examination  | Methods an   | d Weighting   | 25%   | Field experience:   | 0/           | Portfolio               | 0/         |
| Midterm exam:  | 25%  | Project <sup>.</sup>  | 23%   | Practicum:  | /0<br>%      | Other:                  | /o<br>%    |
| Quizzes/tests:   | ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  | Lab work:   | 25%   | Shop work:  | %            | Total:                  | 100%       |
|  | ,  | Lub Work.   | 2070  | Chop work.  | 70           | Total.                  | 10070      |
| Details (if necessar   | /):  |   |   |   |              |                         |            |
| i voical Course Cor  | tent and To  | pics  |   |   |              |                         |            |

- To: Faculty of Professional Studies Curriculum Committee
- From: Dr. Kenneth D. Gariepy Associate Professor Dept. of Information Studies
- Date: October 26, 2020

#### Subject: Proposal for revision of

#### LIBT 115 - Descriptive Cataloguing Techniques (old) - LIBT 115 - Resource Description & Access I (new)

- 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. Rationales for changes

- a. The revised title, calendar description, and learning outcomes reflect current industry language and standards. The changes do not constitute shifts in the nature or focus of the course, which is still the creation of metadata sets for printed monographs. The designation 'I' (one) is necessary because the course is the pre-requisite for LIBT 240 Media in Information Centres, which is chiefly about the creation of metadata sets for non-print media (eBooks, sound and video recordings, etc.). In a separate proposal, LIBT 240 will be renamed LIBT 215 Resource Description & Access II. The revised scheme is consistent with offerings in other Dip. Lib. Tech. programs (e.g., SAIT).
- b. The changes to pre/corequisites are editorial: CIS 100 is no longer required in the Dip.
   Lib. Tech., and CIS 110 is cross-listed with BUS 160.
- c. The updated total instructional hours (39 to 45) is required by the University.
- d. The updated **structure** reflects the fact that LIBT 115, with new technology added, no longer requires supervised computer laboratory hours. The changes do not affect costs.
- e. The revised **frequency** (Fall, Winter) makes it clear that the course isn't offered in the Summer semester.

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

The revised learning outcomes continue to be aligned with the Canadian Federation of Library Associations' (2011) *Guidelines for the Education of Library Technicians,* in which descriptive cataloguing (now known as resource description) is a core competency and where the following specific outcomes are emphasized.

- Code cataloguing records according to MARC
- Apply basic internationally accepted cataloguing rules for description and access
- Input catalogue records
- Perform derived cataloguing
- Search for derived cataloguing copy, verify cataloguing information and edit records
- Perform original cataloguing
- Apply metadata schemas
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? The course is not required by a program outside Information Studies.
- 5. Which program areas have been consulted about the change(s)? See (4) above.
- 6. What consideration has been given to indigenizing the curriculum?

Students are required to produce metadata sets for some printed monographs (books) that are about the experiences of the Indigenous Peoples of Canada.

- 7. If this course is not eligible for PLAR, explain why. This course is eligible for PLAR.
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

The Dept. continues to provide students with licensed, online access to *Cataloger's Desktop*, which includes the *RDA Toolkit* and *MARC21* for *Bibliographic Data*.

- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required in this course.
- 10. Estimate of the typical costs for this course, including textbooks and other materials.

Course textbook: \$70.00; Secondary media storage: \$10

#### CWC comment and response:

• It is unusual to only have two learning outcomes for a 3-credit course (5-6 is more typical). Can these be further broken down?

The outcomes are directly aligned with Guidelines for the Ed. of Library Techs. (CFLA, 2011) and are informed by Bloom's taxonomy. To 'break them down' would introduce redundancy.



REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018

September 1996 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: LIBT 115  | N  | umber of Cre   | edits: 3 C                   | ourse credit policy (105)   |  |
|---|--|--|------------------------------|---|--|
| <b>Course Full Title:</b> Resource Description and<br><b>Course Short Title:</b> Resource Descrip & Acc<br>( <i>Transcripts only display 30 characters. Depa</i>                    | Access I<br>cess I<br>artments may n                 | ecommend a   | short title                  | if one is needed. If left b   | lank, one will be assigned.)   |
| Faculty: Faculty of Professional Studies  | D  | epartment (o   | r prograi                    | <b>n if no department):</b> De  | ept. of Information Studies  |
| Calendar Description:   |  |  |                              |   |  |
| Resource description and access is the found sets for library resources such as printed mor   | dation for disco<br>nographs (booł                   | vering materia<br><s).< th=""><th>als in libra</th><th>rries. Students create sta</th><th>andardized, coded metadata</th></s).<> | als in libra                 | rries. Students create sta  | andardized, coded metadata   |
| Prerequisites (or NONE):  | Admission to   | the Library a  | nd Inform                    | ation Technology diplom   | a.   |
| Corequisites (if applicable, or NONE):  | NONE   |  |                              |   |  |
| Pre/corequisites (if applicable, or NONE):  | LIBT 100 or  | CIS 110/BUS  | 160.                         |   |  |
| Antirequisite Courses (Cannot be taken for  | additional cred                                      | dit.)  | Specia                       | Topics (Double-click of   | n boxes to select.)  |
| Former course code/number:  |  |  | This co                      | urse is offered with differ   | ent topics:  |
| Cross-listed with:  |  |  | 🛛 No                         | Yes (If yes, topic will   | be recorded when offered.)   |
| Dual-listed with:   |  |  | Indepe                       | ndent Study   |  |
| Equivalent course(s):<br>(If offered in the previous five years, antirequing)<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take this | isite course(s)<br>that students<br>s course for fur | will be<br>with credit<br>ther credit.)  | If offere<br>be repe<br>⊠ No | d as an Independent Stu<br>ated for further credit: <i>(II</i><br>Yes, repeat(s | udy course, this course may<br>f <i>yes, topic will be recorded.)</i><br>) |
| Turning Structure of Instructional Hours  |  |  | Transfe                      | er Credit   | Soo botransforquido oo )   |
| Lecture/cominer hours   |  | 45   |                              | T Yes   | bee <u>betransterguide.ca</u> .)   |
|   |  | 40   | Submit                       | outline for (re)articulation  | n:   |
| Tutorials/workshops   |  |  | □ No                         | Yes (If yes, fill in trar   | nsfer credit form.)  |
| Supervised laboratory hours   |  |  | Gradin                       | a System  |  |
| Experiential (field experience, practicum, int  | ternship, etc.)                                      |  | ⊠ Lette                      | er Grades 🔲 Credit/No   | o Credit   |
| Supervised online activities  |  |  | Maxim                        | um annalmant (far infa  | motion only 26   |
| Other contact hours:  |  |  | Maximu                       |   | mation only). 30   |
|   | Total hours  | 45   | Expect                       | ed Frequency of Cours   | r Fall only annually ata)  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No  | ☐ Yes  | 1 all allo                   |   | r, r an onny, annuany, etc.)   |
| Department / Program Head or Director: D  | r. Christina Ne                                      | igel   |                              | Date approved:  | October 18, 2020   |
| Faculty Council approval  |  |  |                              | Date approved:  | December 11, 2020  |
| Dean/Associate VP: Dr. Tracy Ryder Glass  |  |  |                              | Date approved:  | December 11, 2020  |
| Campus-Wide Consultation (CWC)  |  |  |                              | Date of posting:  | January 22, 2021   |
| Undergraduate Education Committee (UEC  | C) approval  |  |                              | Date of meeting:  | February 26, 2021  |

#### **LIBT 115** 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: Create metadata sets for library resources such as printed monographs (books) using current industry standards and tools. Create access points for library resources such as printed monographs using current industry standards and tools. 2. Prior Learning Assessment and Recognition (PLAR) No, PLAR cannot be awarded for this course because X Yes Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lectures, industry webinars, exercises. 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 Unlocking the mysteries of cataloging: A workbook of 1. Haynes, Fountain & Zwierski $\boxtimes$ Libraries Unlimited examples $\boxtimes$ 2. Library of Congress Cataloger's Desktop Library of Congress 3. Library of Congress MARC21 format for bibliographic data Library of Congress RDA toolkit ALA, CFLA, Facet 4. RDA Toolkit $\boxtimes$ 5. Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) Secondary storage media Typical Evaluation Methods and Weighting % 25% 50% % Final exam: Assignments: Field experience: Portfolio: Midterm exam: 25% Other: Project: % Practicum: % % Quizzes/tests: % Lab work: % Shop work: % Total: 100% Details (if necessary): **Typical Course Content and Topics** Fundamentals of resource description and access 1. MARC21 Format for Bibliographic Description 2 3. Title statements 4. Variant titles Statements of responsibility 5 6. Edition statements 7. Publication information Physical carrier description 8 9. Notes fields 10. Standard numbers and terms of availability 11. Access points

To: Faculty of Professional Studies Curriculum Committee

From: Christina Neigel, Department Head, Department of Information Studies

Date: October 28, 2020

#### Subject: LIBT 120: Collection Services (formerly: Introduction to Technical Services)

- 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
  - $\boxtimes$  Learning outcomes
  - Delivery methods and/or texts and resource materials
  - □ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - □ Other Please specify:
- Rationale for change: last revised in 2007, this course is being updated to meet current learning outcome expectations.

The course contact hours have been changed to align with other UFV 3 credit undergraduate courses of 45 hours.

The addition of "with a C or better" has been added to the pre-requisite category to align with the current program requirement, as stated in the calendar, of "To demonstrate mastery of course material, program students must achieve a grade of C or better in all LIBT courses. Students who receive a grade below C must retake the course. A course may not be taken more than twice." Students, in the past who have not successfully achieved the minimum "C" grade in pre-requisite courses have struggled with the materials in this second course.

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

There have been significant changes in the field, including a move away from the term "technical services" to more varied terms that emphasize collection development and services.

The revisions emphasize a migration to the acquisition and management of digital materials including electronic serials and ebooks. There is a growing sophistication and application of technology in the management of collections that is also reflected in these revisions. New resources, including the use of institutional repositories, are incorporated to ideally prepare students for a range of prospective working environments.

- 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)? n/a
- 6. What consideration has been given to indigenizing the curriculum? Consideration of indigenous issues and concerns can be made in areas of the course that explore the practice of selecting materials and its relationship to collection development policies and the colonial history of libraries.
- 7. If this course is not eligible for PLAR, explain why: n/a
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
- 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 for text

#### **CWC** comments and responses:

- Can hours be revised to use whole numbers rather than half hours? Forty-five hour courses have been divided equally between lab time and other course instruction. This also reflects the nature of classroom scheduling and allows flexibility if there is a need to change classrooms.
- Are the "supervised laboratory hours" in a computer lab? When courses are held on campus, they are in a computer lab.



REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018

September 1996 September 2021 February 2027

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

| Course Code and Number: LIBT 120   | N                                  | lumber of Cre                     | edits: 3 C             | ourse credit policy (105)                           |  |
|--|------------------------------------|-----------------------------------|------------------------|---|--|
| Course Full Title: Collection Services   |                                    |                                   |                        |   |  |
| Course Short Title:  |                                    |                                   |                        |   |  |
| (Transcripts only display 30 characters. Depa  | artments may r                     | ecommend a                        | short title            | if one is needed. If left b                         | lank, one will be assigned.)                           |
| Faculty: Faculty of Professional Studies   | D                                  | epartment (c                      | r progra               | n if no department): Inf                            | ormation Studies                                       |
| Calendar Description:  |                                    |                                   |                        |   |  |
| Introduces students to the most common pro-<br>library technologies and standards of practice<br>physical and digital collections. | cesses involve<br>e, student explo | d in the devel<br>ore how librari | opment a<br>es select, | nd maintenance of librar<br>acquire, process, assig | y collections. Using various<br>n metadata to maintain |
| Prerequisites (or NONE):   | LIBT 100 and better in eac         | d LIBT 115. N<br>h of LIBT 100    | ote: As of<br>and LIBT | January 2022, prerequis<br>115.                     | sites will change to: C or                             |
| Corequisites (if applicable, or NONE):   | NONE                               |                                   |                        |   |  |
| Pre/corequisites (if applicable, or NONE):   | NONE                               |                                   |                        |   |  |
| Antirequisite Courses (Cannot be taken for   | additional cred                    | dit.)                             | Specia                 | Topics (Double-click or                             | n boxes to select.)                                    |
| Former course code/number:   |                                    |                                   | This co                | urse is offered with differ                         | ent topics:  |
| Cross-listed with:   |                                    |                                   | 🛛 No                   | Yes (If yes, topic will                             | be recorded when offered.)                             |
| Dual-listed with:  |                                    |                                   | Indepe                 | ndent Study   |  |
| Equivalent course(s):  |                                    |                                   | If offere              | d as an Independent Stu                             | idy course, this course may                            |
| (If offered in the previous five years, antirequi  | isite course(s)                    | will be<br>with credit            | be repe                | ated for further credit: (If                        | yes, topic will be recorded.)                          |
| for the antirequisite course(s) cannot take this   | s course for fu                    | ther credit.)                     | 🖾 No                   | Yes, repeat(s                                       | ) 🗋 Yes, no limit                                      |
|  |                                    |                                   | Transfe                | er Credit   |  |
| Typical Structure of Instructional Hours   |                                    |                                   | Transfe                | r credit already exists: (S                         | See <u>bctransferguide.ca</u> .)                       |
| Lecture/seminar hours  |                                    | 22.5                              | ⊠ No                   |   |  |
| Tutorials/workshops  |                                    |                                   | Submit                 | outline for (re)articulation                        | 1:<br>   |
| Supervised laboratory hours  |                                    | 22.5                              |                        | Yes (If yes, fill in tran                           | ister credit form.)                                    |
| Experiential (field experience, practicum, int   | ernship, etc.)                     |                                   | Grading                | g System  |  |
| Supervised online activities   |                                    |                                   | 🛛 Lette                | er Grades 🔲 Credit/No                               | o Credit   |
| Other contact hours:   |                                    |                                   | Maxim                  | um enrolment (for infor                             | mation only): 36                                       |
|  | Total hours                        | 45                                | Expect<br>1 sectio     | ed Frequency of Cours<br>n per year (Every semes    | e Offerings:<br>ster, Fall only, annually, etc.)       |
| Labs to be scheduled independent of lecture  | hours: 🛛 No                        | ☐ Yes                             |                        |   |  |
| Department / Program Head or Director: D   | r. Christina Ne                    | eigel                             |                        | Date approved:                                      | November 6, 2020                                       |
| Faculty Council approval   |                                    |                                   |                        | Date approved:                                      | December 11, 2020                                      |
| Dean/Associate VP: Dr. Tracy Ryder Glass   |                                    |                                   |                        | Date approved:                                      | December 11, 2020                                      |
| Campus-Wide Consultation (CWC)   |                                    |                                   |                        | Date of posting:                                    | January 22, 2021                                       |
| Undergraduate Education Committee (UE  | C) approval                        |                                   |                        | Date of meeting:                                    | February 26, 2021                                      |
|  |                                    |                                   |                        | l   |  |

| Learning Outcomes   | :  |  |  |   |                                  |                                |                       |
|---|--|--|--|---|----------------------------------|--------------------------------|-----------------------|
| Upon successful com   | pletion of th  | is course, students v  | vill be able to:   |   |                                  |                                |                       |
| 1. Explain the  | role of collec   | ction services in prov   | iding access   | to information and knov   | vledge.                          |                                |                       |
| 2. Apply acquis   | sitions stand  | lards of practice to a   | cquire library   | materials.  |                                  |                                |                       |
| 4. Explain how  | the publish  | ing industry affects o   | ollection servi  | ices.   |                                  |                                |                       |
| 5. Explain best   | practices for  | or collection maintena   | ance.  |   |                                  |                                |                       |
| <ol> <li>Apply stands</li> <li>Fxplain the i</li> </ol>   | ards of prac<br>role of Open   | tice to the collection a   | and ingestion  | of digital objects.   |                                  |                                |                       |
| 8. Discuss ethi   | cal dilemma  | is that affect collection  | on services de   | cision making.  |                                  |                                |                       |
| Prior Learning Asse   | esmont an  | d Recognition (PLA   | R)   |   |                                  |                                |                       |
| $\boxtimes$ Yes $\square$ No,   | PLAR canno   | ot be awarded for this   | s course beca  | use   |                                  |                                |                       |
| Typical Instructiona  | I Methods (  | Guest lecturers, pres  | sentations, or   | nline instruction, field tri  | os, etc.; may                    | vary at departme               | nt's discretior       |
| Classes will consist n  | nainly of lect   | tures, in-class learnir  | ng activities, a   | ind labs.   | ,, <b>,</b>                      |                                |                       |
|   | -  |  | -  |   |                                  |                                |                       |
| NOTE: The following   | g sections   | may vary by instruc  | tor. Please s  | ee course syllabus av   | ailable from                     | the instructor.                |                       |
| Typical Text(s) and   | Resource M   | laterials (If more sp  | ace is require   | d, download Suppleme  | ntal Texts an                    | d Resource Mate                | rials form.)          |
| Author (surnam  | e, initials)   | Title (article, bool   | k, journal, et   | c.)   | Current ec                       | l. Publisher                   | Year                  |
| 1. Evans, G. Edwar<br>Intner, Jean Weil   | d, Sheila S.<br>ns   | Introduction to Te   | chnical Servio   | ces   | $\boxtimes$                      | Libraries Unlim                | ited                  |
| 2.  |  |  |  |   |                                  |                                |                       |
| 3.  |  |  |  |   |                                  |                                |                       |
|   |  |  |  |   |                                  |                                |                       |
| 4.  |  |  |  |   |                                  |                                |                       |
| 4.<br>5.<br>Required Additional   | Supplies a   | Ind Materials (Softw   | vare, hardware   | e, tools, specialized clo   | thing, etc.)                     |                                |                       |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation I   | l Supplies a<br>Nethods an   | nd Materials (Softw  | vare, hardward   | e, tools, specialized clo   | thing, etc.)                     |                                |                       |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:  | l Supplies a<br>Methods an<br>20%  | nd Materials (Softw<br>d Weighting<br>Assignments:   | vare, hardward   | e, tools, specialized clo   | thing, etc.)                     | Portfolio:                     | %                     |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:   | Supplies a Methods an 20% 20%  | nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:   | vare, hardward   | e, tools, specialized clo<br>Field experience:<br>Practicum:                                  |                                  | Portfolio:<br>Other:           | %                     |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:   | Aethods an<br>20%<br>20%<br>%  | d Weighting Assignments: Project: Lab work:  | vare, hardward<br>10 %<br>%<br>50%   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:                   |                                  | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary  | Aethods an<br>20%<br>20%<br>%  | d Weighting<br>Assignments:<br>Project:<br>Lab work:   | vare, hardward<br>10 %<br>%<br>50%   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:                   | □<br>thing, etc.)<br>%<br>%<br>% | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary  | Aethods an<br>20%<br>20%<br>%<br>/):   | d Weighting Assignments: Project: Lab work:  | vare, hardward<br>10 %<br>%<br>50%   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:                   |                                  | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>Typical Course Con  | Aethods an<br>20%<br>20%<br>%<br>/):<br>tent and To  | d Weighting Assignments: Project: Lab work:  | vare, hardward<br>10 %<br>%<br>50%   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:                   | □<br>thing, etc.)<br>%<br>%<br>% | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>Typical Course Con<br>1. What is Coll   | Aethods an<br>20%<br>20%<br>%<br>():<br>tent and Tc<br>ection Servi  | d Weighting Assignments: Project: Lab work: pics ces? Roles, respons   | ibilities, and s   | e, tools, specialized clo<br>Field experience:<br>Practicum:<br>Shop work:<br>killsets.       | □<br>thing, etc.)<br>%<br>%<br>% | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>Typical Course Con<br>1. What is Coll<br>2. Budgets and<br>3. Collection of   | Aethods an<br>20%<br>20%<br>%<br>/):<br>tent and To<br>ection Servi<br>d exploring I<br>amposition   | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>ppics<br>ces? Roles, responsi<br>LSs   | ibilities, and s   | e, tools, specialized clo<br>Field experience:<br>Practicum:<br>Shop work:<br>killsets.       | □<br>thing, etc.)<br>%<br>%<br>% | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| <ul> <li>4.</li> <li>5.</li> <li>Required Additional</li> <li>Typical Evaluation N</li> <li>Final exam:</li> <li>Midterm exam:</li> <li>Quizzes/tests:</li> <li>Details (if necessary</li> <li>Typical Course Con</li> <li>1. What is Coll</li> <li>2. Budgets and</li> <li>3. Collection co</li> <li>4. Acquisitions</li> </ul>  | Aethods an<br>20%<br>20%<br>%<br>/):<br>tent and To<br>ection Servi<br>d exploring I<br>pomposition,<br>– verificatio  | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>ppics<br>ces? Roles, respons<br>LSs<br>development, and se<br>n, vendors, and publ   | 10 %<br>10 %<br>50%<br>ibilities, and s<br>election criteria   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:<br>killsets.      |                                  | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| <ul> <li>4.</li> <li>5.</li> <li>Required Additional</li> <li>Typical Evaluation I</li> <li>Final exam:</li> <li>Midterm exam:</li> <li>Quizzes/tests:</li> <li>Details (if necessary</li> <li>Typical Course Con</li> <li>1. What is Coll</li> <li>2. Budgets and</li> <li>3. Collection of</li> <li>4. Acquisitions</li> <li>5. Acquisitons</li> </ul>  | Aethods an<br>20%<br>20%<br>%<br>/):<br>tent and Tc<br>ection Servi<br>d exploring I<br>omposition,<br>– verificatio<br>– ordering, i  | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>ppics<br>ces? Roles, responsi<br>LSs<br>development, and see<br>n, vendors, and publ<br>receiving, and proces  | 10 %<br>10 %<br>50%<br>ibilities, and s<br>election criteri-<br>lishers<br>ssing   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:<br>killsets.      |                                  | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
| <ul> <li>4.</li> <li>5.</li> <li>Required Additional</li> <li>Typical Evaluation I</li> <li>Final exam:</li> <li>Midterm exam:</li> <li>Quizzes/tests:</li> <li>Details (if necessary</li> <li>Typical Course Con</li> <li>1. What is Coll</li> <li>2. Budgets and</li> <li>3. Collection co</li> <li>4. Acquisitions</li> <li>5. Acquisitions</li> <li>6. Metadata – is</li> <li>7 Media – ebo</li> </ul>  | Aethods an<br>20%<br>20%<br>%<br>():<br>tent and To<br>ection Servi<br>d exploring I<br>pomposition,<br>– verificatio<br>– ordering, i<br>sourcing rec   | d Weighting Assignments: Project: Lab work: Difference Projecs Ces? Roles, response LSs development, and see n, vendors, and puble receiving, and proces cords, derived/copy of databases and good   | ibilities, and solutions of the solution of th   | e, tools, specialized clos<br>Field experience:<br>Practicum:<br>Shop work:<br>killsets.<br>a |                                  | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%        |
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- To: Faculty of Professional Studies Curriculum Committee
- From: Dr. Kenneth D. Gariepy Associate Professor Dept. of Information Studies
- Date: November 5, 2020

#### Subject: Proposal for revision of

#### LIBT 140 - Introduction to Reference Services (old title) / LIBT 140 - Library Public Services (new title)

- 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. Rationales for changes

- a. The revised **title**, **calendar description**, **learning outcomes**, **resources**, and **typical content/topics** reflect a return to the previous focus of the course, which was an introduction for first-year Dip. Lib. Tech. students to the wide range of public services common to most publicly funded libraries in Canada (K-12, academic, and public). This is a departure from the narrow focus on the provision of reference service, which has been declining in libraries for at least two decades as access to information online has increased and improved.
- b. The updated total instructional hours (39 to 45) is required by the University.
- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s).

Although there will now be less emphasis on reference services in LIBT 140, that topic is also covered in LIBT 145 - Online Searching, ensuring that Dip. Lib. Tech. students will continue to receive sufficient training in relation to that core competency. With a new emphasis on the variety of public services offered in contemporary libraries, the new learning outcomes for LIBT 140 are now better

Page  ${\bf 1}$  of  ${\bf 2}$ 

aligned with several other major, service-related areas of competency identified in the Canadian Federation of Library Associations' (2011) *Guidelines for the Education of Library Technicians*. Three of these, identified by the asterisk, were identified in the Dept.'s Self Study for the Program & Unit Reviews (2014) as being somewhat lacking in the curriculum.

- Circulation
- Interlibrary loans\*
- Library programs\*
- Library promotion\*
- Technology skills
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is not required by a program outside the discipline of Information Studies.

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

See (4) above.

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

The changes emphasize a user-centred approach to service provision that privileges diversity and inclusion. As such, the content and assessments draw on the relevant library science literature, online industry training resources, and the sector's emerging response to the TRC's *Calls to Action*.

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

This course is eligible for PLAR.

- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Field trips are not required in LIBT 140.

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

| Course textbook:         | \$75.00      |
|--------------------------|--------------|
| Secondary media storage: | <u>10.00</u> |
|                          | 85.00        |

Page 2 of 2



REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018

September 1996 September 2021 February 2027

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

| Course Code and Number: LIBT 140   | Ν   | lumber of Cr                              | edits: 3 <mark>C</mark> | ourse credit policy (105)                                |   |
|--|---|---|-------------------------|--|---|
| Course Full Title: Library Public Services   | •   |   |                         |  |   |
| Course Short Title:  |   |   |                         |  |   |
| (Transcripts only display 30 characters. Depa  | artments may I  | recommend a                               | short title             | if one is needed. If left bl                             | ank, one will be assigned.)                             |
| Faculty: Faculty of Professional Studies   | C   | Department (o                             | or program              | n if no department): Info                                | ormation Studies  |
| Calendar Description:  |   |   |                         |  |   |
| Introduction to the various user services typic<br>reference, and programs. Encourages studer<br>library technicians.                              | ally offered by<br>hts to take a be                   | v publicly fund<br>est practices a        | ed Canad<br>approach e  | ian libraries, including co<br>emphasizing diversity and | llections, circulation,<br>I inclusion to their work as |
|  | I   |   |                         |  |   |
| Prerequisites (or NONE):   | None.   |   |                         |  |   |
| Corequisites (if applicable, or NONE):   |   |   |                         |  |   |
| Pre/corequisites (if applicable, or NONE):   | LIBT 115.   |   |                         |  |   |
| Antirequisite Courses (Cannot be taken for   | additional cre  | dit.)                                     | Specia                  | Topics (Double-click or                                  | boxes to select.)                                       |
| Former course code/number:   |   |   | This co                 | urse is offered with differe                             | ent topics:   |
| Cross-listed with:   |   |   | 🖾 No                    | Yes (If yes, topic will                                  | be recorded when offered.)                              |
| Dual-listed with:  |   |   | Indepe                  | ndent Study  |   |
| Equivalent course(s):  |   |   | If offere               | d as an Independent Stu                                  | dy course, this course may                              |
| (If offered in the previous five years, antirequincluded in the calendar description as a note<br>for the antirequisite course(s) cannot take this | isite course(s)<br>e that students<br>s course for fu | will be<br>with credit<br>orther credit.) | be repe                 | ated for further credit: (If                             | yes, topic will be recorded.)<br>☐ Yes, no limit        |
|  |   |   | Transfe                 | er Credit  |   |
| Typical Structure of Instructional Hours   |   |   | Transfe                 | r credit already exists: (S                              | ee <u>bctransferguide.ca</u> .)                         |
| Lecture/seminar hours  |   | 45  | 🖾 No                    |  |   |
| Tutorials/workshops  |   |   | Submit                  | outline for (re)articulation                             | :   |
| Supervised laboratory hours  |   |   | ∐ No                    | Yes (If yes, fill in tran                                | sfer credit form.)                                      |
| Experiential (field experience, practicum, int   | ternship, etc.)                                       |   | Gradin                  | g System   |   |
| Supervised online activities   |   |   | 🖂 Lette                 | er Grades 🛛 Credit/No                                    | Credit  |
| Other contact hours:   |   |   | Maxim                   | um enrolment (for infor                                  | mation only): 36  |
|  | Total hours   | 45  | Expect                  | ed Frequency of Course                                   | e Offerings:  |
| Labs to be scheduled independent of lecture  | hours: 🗌 No   | ) 🗌 Yes                                   | Annuall                 | y (Every semester, Fall o                                | nly, annually, etc.)                                    |
| Department / Program Head or Director: D   | r. Christina Ne                                       | eigel                                     |                         | Date approved:   | November 5, 2020  |
| Faculty Council approval   |   |   |                         | Date approved:   | December 11, 2020                                       |
| Dean/Associate VP: Dr. Tracy Ryder Glass   |   |   |                         | Date approved:   | December 11, 2020                                       |
| Campus-Wide Consultation (CWC)   |   |   |                         | Date of posting:   | January 22, 2021  |
| Undergraduate Education Committee (UE  | C) approval   |   |                         | Date of meeting:   | February 26, 2021                                       |

| Learning Outcomes  |  |  |  |  |                               |  |                |
|--|--|--|--|--|-------------------------------|--|----------------|
| Upon successful com<br>1. Explain the p<br>2. Discuss prac<br>3. Demonstrate<br>4. Use appropr<br>5. Describe sor<br>6. Explain the c                                  | pletion of th<br>public servic<br>ctical approa<br>a an inclusiv<br>iate resourc<br>me practical<br>components   | is course, students w<br>es common to all typ<br>aches to delivering hig<br>e approach to providi<br>es to answer referen<br>strategies for manag<br>of a good plan for pr | vill be able to:<br>es of publicly<br>gh-quality libr<br>ing good libra<br>ce questions.<br>jing disruptive<br>omoting libra | funded libraries.<br>ary programs.<br>ry service.<br>behaviour in the libra<br>ries on social media. | ry.                           |  |                |
| Prior Learning Asse  | ssment and   | d Recognition (PLA   | R)   |  |                               |  |                |
| ⊠ Yes ⊔ No, F  | PLAR canno   | ot be awarded for this   | course beca  | use  |                               |  |                |
| Typical Instructiona<br>Lectures, guest prese  | I Methods (<br>ntations, vic   | Guest lecturers, pres<br>leos, group discussio   | sentations, on<br>ons, industry v  | line instruction, field tr<br>vebinars, and learning   | ips, etc.; may<br>activities. | vary at department's d                 | iscretion      |
| NOTE: The following  | g sections r   | may vary by instruct   | tor. Please s  | ee course syllabus a   | vailable from                 | the instructor.                        |                |
| Typical Text(s) and<br>Author (surnam  | Resource N<br>e, initials)   | laterials (If more spa<br>Title (article, book   | ace is require<br><b>c, journal, etc</b>   | d, download Supplem<br>:.)   | ental Texts an<br>Current ed  | d Resource Materials f<br>I. Publisher | orm.)<br>Year  |
| 1. Evan, G.E., Sapo<br>Christie, H., & Sir   | naro, M.Z.,<br>well. C.  | Library programs a   | nd services:   | The fundamentals   | $\boxtimes$                   | Libraries Unlimited                    |                |
|  | - , -  |  |  |  |                               |  |                |
| 2.   | - , -  |  |  |  |                               |  |                |
| 2.<br>3.   |  |  |  |  |                               |  |                |
| 2.<br>3.<br>4.   | - , -  |  |  |  |                               |  |                |
| 2.<br>3.<br>4.<br>5.<br>Required Additional  | Supplies a   | nd Materials (Softw  | are bardware   | a tools specialized clu  |                               |  |                |
| 2.<br>3.<br>4.<br>5.<br>Required Additional<br>Secondary electronic<br>Typical Evaluation M  | Supplies a<br>storage me   | nd Materials <i>(Softwa</i><br>dia.<br>d Weighting   | are, hardware  | e, tools, specialized clo  | Dthing, etc.)                 |  |                |
| 2.<br>3.<br>4.<br>5.<br>Required Additional<br>Secondary electronic<br>Typical Evaluation M<br>Final exam:   | Supplies a<br>storage me<br>lethods an<br>25%  | nd Materials <i>(Softwa</i><br>dia.<br>d Weighting<br>Assignments:   | are, hardware  | e, tools, specialized clo<br>Field experience:   |                               | Portfolio:                             | %              |
| 2.<br>3.<br>4.<br>5.<br>Required Additional<br>Secondary electronic<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:  | Supplies a storage mer<br>Aethods and 25% 25%  | nd Materials (Softwa<br>dia.<br>d Weighting<br>Assignments:<br>Project:  | are, hardware  | e, tools, specialized clo<br>Field experience:<br>Practicum:   |                               | Portfolio:<br>Other:                   | %              |
| 2.<br>3.<br>4.<br>5.<br>Required Additional<br>Secondary electronic<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:                          | Supplies a storage mer<br>fethods and<br>25%<br>%  | nd Materials (Softwa<br>dia.<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:   | are, hardware  | e, tools, specialized clo<br>Field experience:<br>Practicum:<br>Shop work:                           |                               | Portfolio:<br>Other:<br>Total:         | %<br>%<br>100% |
| 2.<br>3.<br>4.<br>5.<br>Required Additional<br>Secondary electronic<br>Typical Evaluation M<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary | Supplies a storage mean storage | nd Materials (Softwa<br>dia.<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:   | are, hardware  | e, tools, specialized clo<br>Field experience:<br>Practicum:<br>Shop work:                           |                               | Portfolio:<br>Other:<br>Total:         | %<br>%<br>100% |

- To: Faculty of Professional Studies Curriculum Committee
- From: Dr. Kenneth D. Gariepy Associate Professor Dept. of Information Studies
- Date: November 5, 2020

#### Subject: Proposal for revision of

#### LIBT 145 - Internet Information Retrieval (old title) / LIBT 145 - Online Searching (new title)

- 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. Rationales for changes

- a. The course outline for LIBT 145 has not been revised since 2007. As such, the revised title, calendar description, learning outcomes, and resources now reflect current library technologies, reference services practice, and course content. The changes constitute a shift in focus from searching the open Internet for high-quality information to searching licensed and open source library databases for relevant content that can be used to help meet library users' information needs. Effective database searching is a fundamental skill that employers frequently cite as lacking in new library technicians. Hence, the shift in focus.
- b. The updated total instructional hours (39 to 45) is required by the University.
- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s).

The revised learning outcomes for LIBT 145 are aligned with the following reference services-related competencies identified in the Canadian Federation of Library Associations' (2011) *Guidelines for the Education of Library Technicians*.

- Conduct reference interviews in order to ascertain user needs.
- Respond to various types of reference requests.
- Search library catalogues, research databases, and the Web to find information.
- Use specialized resources for finding information in selected areas, such as health.
- Instruct library patrons in the use of resources.
- Locate materials resulting from reference requests.
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is not required by a program outside the discipline of Information Studies.

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

See (4) above.

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

The course curriculum includes learning activities and assessments that require students to (a) analyze hypothetical reference questions about issues concerning Indigenous People, (b) construct and execute searches on library databases related to those questions, and (c) analyze database retrievals for relevance to the questions and for recommendation to fictious library users as high-quality information resources.

- 7. If this course is not eligible for PLAR, explain why. This course is eligible for PLAR.
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? Field trips are not required in LIBT 145.
- 10. Estimate of the typical costs for this course, including textbooks and other materials.

Course textbook: \$87.50; Secondary media storage: \$10

#### CWC comment and response:

Hours: what are the "supervised online activities"? Suggest changing this to a mix of lecture and tutorial hours as may be appropriate.

Online Searching (formerly Internet Information Retrieval) has always been taught online (ca. 1996-present). The term 'supervised online activities' seems applicable to a fully online, asynchronous course where students are guided through content, learning activities, and assessments.



REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018

September 2007 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: LIBT 145  | Ν                                  | Number of Cre                     | edits: 3 C            | ourse credit policy (105)                               |   |
|---|------------------------------------|-----------------------------------|-----------------------|---|---|
| Course Full Title: Online Searching   |                                    |                                   |                       |   |   |
| Course Short Title:   |                                    |                                   |                       |   |   |
| (Transcripts only display 30 characters. Depa   | artments may                       | recommend a                       | short title           | if one is needed. If left b                             | lank, one will be assigned.)                          |
| Faculty: Faculty of Professional Studies  | 0                                  | Department (o                     | r program             | n if no department): Inf                                | ormation Studies                                      |
| Calendar Description:   |                                    |                                   |                       |   |   |
| Skills-based approach to searching database<br>Covers the reference interview, facet analysis | s for relevant<br>s, specific data | content that ca<br>abase search l | an be use<br>anguages | d to answer library users<br>, and free-text and contro | ' reference questions.<br>olled vocabulary searching. |
| Prerequisites (or NONE):  | NONE                               |                                   |                       |   |   |
| Corequisites (if applicable, or NONE):  | NONE                               |                                   |                       |   |   |
| Pre/corequisites (if applicable, or NONE):  | NONE                               |                                   |                       |   |   |
| Antirequisite Courses (Cannot be taken for  | additional cre                     | dit.)                             | Special               | Topics (Double-click or                                 | n boxes to select.)                                   |
| Former course code/number:  |                                    |                                   | This cou              | urse is offered with differed                           | ent topics:   |
| Cross-listed with:  |                                    |                                   | 🖾 No                  | Yes (If yes, topic will                                 | be recorded when offered.)                            |
| Dual-listed with:   |                                    |                                   | Indepe                | ndent Study   |   |
| Equivalent course(s):   |                                    |                                   | If offere             | d as an Independent Stu                                 | dy course, this course may                            |
| (If offered in the previous five years, antirequi   | isite course(s)                    | will be                           | be repe               | ated for further credit: (If                            | yes, topic will be recorded.)                         |
| for the antirequisite course(s) cannot take this  | s course for fu                    | rther credit.)                    | 🖾 No                  | Yes, repeat(s)  | ☐ Yes, no limit                                       |
|   |                                    | ,                                 | Transfe               | er Credit   |   |
| Typical Structure of Instructional Hours  |                                    |                                   | Transfe               | r credit already exists: (S                             | See <u>bctransferguide.ca</u> .)                      |
| Lecture/seminar hours   |                                    |                                   | 🖾 No                  | Yes   |   |
| Tutorials/workshops   |                                    |                                   | Submit                | outline for (re)articulation                            | ):<br>  |
| Supervised laboratory hours   |                                    |                                   | ∐ No                  | Yes (If yes, fill in tran                               | sfer credit form.)                                    |
| Experiential (field experience, practicum, int  | ternship, etc.)                    |                                   | Grading System        |   |   |
| Supervised online activities  |                                    | 45                                | 🛛 Lette               | er Grades 🗌 Credit/No                                   | Credit  |
| Other contact hours:  |                                    |                                   | Maximu                | um enrolment (for infor                                 | mation only): 36                                      |
|   | Total hours                        | 45                                | Expect                | ed Frequency of Cours                                   | e Offerings:  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No                        | ) 🗌 Yes                           | 3 sectio              | ns per year   | -   |
| Department / Program Head or Director: D  | r. Christina Ne                    | eigel                             |                       | Date approved:  | November 5, 2020                                      |
| Faculty Council approval  |                                    |                                   |                       | Date approved:  | December 11, 2020                                     |
| Dean/Associate VP: Dr. Tracy Ryder Glass  |                                    |                                   |                       | Date approved:  | December 11, 2020                                     |
| Campus-Wide Consultation (CWC)  |                                    |                                   |                       | Date of posting:  | January 22, 2021                                      |
| Undergraduate Education Committee (UEC  | C) approval                        |                                   |                       | Date of meeting:  | February 26, 2021                                     |

# AGENDA ITEM # 3.3.

| Learning Outcomes   | 5:   |  |   |   |               |                                |                  |
|---|--|--|---|---|---------------|--------------------------------|------------------|
| Upon successful com   | npletion of th   | is course, students w  | vill be able to:                                  |   |               |                                |                  |
| <ol> <li>Apply best p</li> <li>Select datal</li> <li>Select effec</li> <li>Construct el</li> <li>Construct el</li> <li>Analyze sea</li> </ol> | practices to t<br>bases approp<br>tive search s<br>ffective contr<br>ffective free<br>arch results f | he reference intervie<br>briate for library users<br>trategies for library u<br>olled vocabulary sea<br>sext searches.<br>or relevant content. | w.<br>s' reference c<br>isers' referen<br>irches. | questions.<br>ce questions.                   |               |                                |                  |
| Prior Learning Asse<br>⊠ Yes □ No,  | essment and<br>PLAR canno  | d Recognition (PLA<br>at be awarded for this   | <b>R)</b><br>s course beca                        | use   |               |                                |                  |
| Typical Instructiona<br>Online instruction, inc   | al Methods (<br>dustry webin   | Guest lecturers, pres<br>ars, and learning ac  | se <i>ntations, or</i><br>tivities.               | nline instruction, field trip                 | s, etc.; may  | vary at departme               | ent's discretion |
| NOTE: The followin  | g sections r   | nay vary by instruc  | tor. Please s                                     | see course syllabus av                        | ailable fron  | the instructor.                |                  |
| Typical Text(s) and   | Resource M   | laterials (If more spa   | ace is require                                    | d, download Supplemer                         | ntal Texts ar | nd Resource Mate               | erials form.)    |
| Author (surnam  | ne, initials)  | Title (article, bool   | k, journal, et                                    | c.)   | Current ed    | I. Publisher                   | Year             |
| 1. Markey, K.   |  | Online searching: A efficiently and effect   | A guide to fin<br>ctively                         | ding quality information                      | $\boxtimes$   | Rowman & Litt                  | lefield          |
| 2.  |  |  |   |   |               |                                |                  |
| 3.  |  |  |   |   |               |                                |                  |
| 4.  |  |  |   |   |               |                                |                  |
| 5.  |  |  |   |   |               |                                |                  |
| 0   | nedia  |  |   | -,, - <b>-</b>                                |               |                                |                  |
| Typical Evaluation  | Methods an   | d Weighting  |   | 1   |               |                                |                  |
| <b>Typical Evaluation</b> I<br>Final exam:  | Methods an<br>25%  | d Weighting<br>Assignments:  | 50%   | Field experience:                             | %             | Portfolio:                     | %                |
| Secondary storage in<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:  | Methods an<br>25%<br>25%   | d Weighting<br>Assignments:<br>Project:  | 50%<br>%  | Field experience:<br>Practicum:               | %             | Portfolio:<br>Other:           | %                |
| Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:  | Methods an<br>25%<br>25%<br>%  | d Weighting<br>Assignments:<br>Project:<br>Lab work:   | 50%<br>%<br>%                                     | Field experience:<br>Practicum:<br>Shop work: | %<br>%        | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%   |
| Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessar  | Methods an<br>25%<br>25%<br>%<br>y):   | d Weighting<br>Assignments:<br>Project:<br>Lab work:   | 50%<br>%  | Field experience:<br>Practicum:<br>Shop work: | %<br>%<br>%   | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%   |
| Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessar<br>Typical Course Con                          | Methods an<br>25%<br>25%<br>%<br>y):   | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics   | 50%<br>%<br>%                                     | Field experience:<br>Practicum:<br>Shop work: | %<br>%<br>%   | Portfolio:<br>Other:<br>Total: | %<br>%<br>100%   |

To: Faculty of Professional Studies Curriculum Committee

From: Christina Neigel, Department Head Department of Information Studies

Date: November 5, 2020

Subject: Proposal for revision of LIBT 205: Supervision in Libraries (old title) / LIBT 205: Library Workplaces (new title)

- 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:

Last revised in 2007, this course is being updated to meet current learning outcome expectations.

The revisions to the course modernize the content and approach to library workplaces in relation to labour practices and team/group work. Students will explore topics such as workplace inclusivity and politics.

The course contact hours have been changed to align with other UFV 3 credit undergraduate courses of 45 hours.

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

Learning outcomes have been updated to better reflect topics and issues common to library and information centre working environments.

- 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)? None
- 6. What consideration has been given to indigenizing the curriculum?

The Department of Information Studies has taken the topic of indigenization extremely seriously. Colonial in nature, libraries face significant questions relating to indigenization. Some of these questions are addressed in the course learning objectives by exploring issues around the nature of libraries as (non)diverse and (non) inclusion(ive) workplaces.

This introductory course is primarily focused on how libraries are organized as workplaces. When possible, topics and examples relating to inclusivity (including that of indigenous people) will be folded into the content to signal its importance in working towards decolonization.

- 7. If this course is not eligible for PLAR, explain why: n/a
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/a
- 10. Estimate of the typical costs for this course, including textbooks and other materials: \$100

#### CWC comment and response:

• Learning outcomes are not specific to the library context and seem like courses that are taught in Business and Communications. How can they be differentiated from those areas?

In LIBT 205 - Library Workplaces, learning outcomes are specific to library contexts, and they acknowledge that public, academic, and special libraries are organized around cultures and practices that are specific to the public (and largely unionized) sector. Business courses at the 100- and 200-levels do not consider workplaces through that lens, nor do they speak to the organizational cultures and public service obligations of libraries.



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

September 1996 September 2021 February 2027

### Course outline form version: 05/18/2018

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: LIBT 205  | Ν   | Number of Cre   | edits: 3 C            | ourse credit policy (105)                              |   |
|---|---|---|-----------------------|--|---|
| Course Full Title: Library Workplaces   |   |   |                       |  |   |
| Course Short Title:   |   |   |                       |  |   |
| (Transcripts only display 30 characters. Depa   | artments may                                      | recommend a   | short title           | if one is needed. If left bl                           | ank, one will be assigned.)                         |
| Faculty: Faculty of Professional Studies  | 0   | Department (o   | r prograr             | n if no department): Info                              | ormation Studies                                    |
| Calendar Description:   |   |   |                       |  |   |
| Students explore how libraries are organized<br>and policy. Considering the role of motivation<br>develop ways of negotiating workplace politic | as workplaces<br>, the importan<br>s, problems, a | s that are infor<br>ice of effective<br>and conflict. | med by va<br>team/gro | arious practices including<br>up work, and the need fo | r communication, labour,<br>r inclusivity, students |
| Prerequisites (or NONE):  | None.   |   |                       |  |   |
| Corequisites (if applicable, or NONE):  | None.   |   |                       |  |   |
| Pre/corequisites (if applicable, or NONE):  |   |   |                       |  |   |
| Antirequisite Courses (Cannot be taken for  | additional cre                                    | dit.)   | Special               | Topics (Double-click or                                | boxes to select.)                                   |
| Former course code/number:  |   |   | This cou              | urse is offered with differe                           | ent topics:   |
| Cross-listed with:  |   |   | 🖾 No                  | ☐ Yes (If yes, topic will                              | be recorded when offered.)                          |
| Dual-listed with:   |   |   | Indepe                | ndent Study  |   |
| Equivalent course(s):   |   |   | If offere             | d as an Independent Stu                                | dy course, this course may                          |
| (If offered in the previous five years, antirequ  | isite course(s)                                   | will be   | be repe               | ated for further credit: (If                           | yes, topic will be recorded.)                       |
| for the antirequisite course(s) cannot take this  | s course for fu                                   | s with creait<br>irther credit.)                      | 🖾 No                  | Yes, repeat(s)   | 🗌 Yes, no limit                                     |
|   |   |   | Transfe               | er Credit  |   |
| Typical Structure of Instructional Hours  |   |   | Transfe               | r credit already exists: (S                            | ee <u>bctransferguide.ca</u> .)                     |
| Lecture/seminar hours   |   | 45  | 🗌 No                  | 🛛 Yes  |   |
| Tutorials/workshops   |   |   | Submit                | outline for (re)articulation                           | :   |
| Supervised laboratory hours   |   |   | ∐ No                  | Yes (If yes, fill in tran                              | sfer credit form.)                                  |
| Experiential (field experience, practicum, int  | ernship, etc.)                                    |   | Grading               | g System   |   |
| Supervised online activities  |   |   | 🛛 Lette               | er Grades 🗌 Credit/No                                  | Credit  |
| Other contact hours:  |   |   | Maximu                | um enrolment (for infor                                | mation only): 36                                    |
|   | Total hours                                       | 45  | Expect                | ed Frequency of Course                                 | e Offerings:  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No                                       | > 🗌 Yes   | 1 sectio              | n per year (Every semes                                | ter, Fall only, annually, etc.)                     |
| Department / Program Head or Director: D  | r. Christina Ne                                   | eigel   | •                     | Date approved:   | November 6, 2020                                    |
| Faculty Council approval  |   |   |                       | Date approved:   | December 11, 2020                                   |
| Dean/Associate VP: Dr. Tracy Ryder Glass  |   |   |                       | Date approved:   | December 11, 2020                                   |
| Campus-Wide Consultation (CWC)  |   |   |                       | Date of posting:                                       | January 22, 2021                                    |
| Undergraduate Education Committee (UEC  | C) approval                                       |   |                       | Date of meeting:                                       | February 26, 2021                                   |

| earning Outcome  |   |   |  |   |  |   |                       |
|--|---|---|--|---|--|---|-----------------------|
| Upon successful cor  | noletion of this  | is course, students w   | vill be able to  |   |  |   |                       |
| 1 Develop str  | atenies for er  | suring inclusivity in t   | the workplace  | م   |  |   |                       |
| 2. Explain the   | role of motiva  | ation in creating effect  | ctive working  | groups/teams.   |  |   |                       |
| <ol><li>Develop str</li></ol>  | ategies for er  | ngaging with workpla  | ce politics.   | •   |  |   |                       |
| <ol> <li>Develop str</li> </ol>  | ategies for a   | ddressing workplace   | problems.  |   |  |   |                       |
| 6. Discuss iss   | ues related to  | anaging change, sire<br>b human resources ir  | ess, and com<br>ncluding hirin   | a and evaluation proces   | sses.                                      |   |                       |
|  |   |   | 0  |   |  |   |                       |
| Prior Learning Ass<br>⊠ Yes □ No,  | essment and<br>PLAR canno   | I Recognition (PLA<br>t be awarded for this   | <b>R)</b><br>course beca   | ause  |  |   |                       |
| Typical Instruction  | al Methods /  | Guest lecturers pres  | entations or   | nline instruction field tri   | ns atc · may                               | varv at denartmen                       | t's discretion        |
| Classes will consist   | mainly of lect  | ures and in-class lea   | rning activitie  | es including case studie  | ps, eic., may<br>es.                       | vary at departmen                       | is discretion         |
| NOTE: The followir   | ig sections r   | nay vary by instruc   | tor. Please s  | see course syllabus av  | vailable fron                              | n the instructor.                       |                       |
| Typical Text(s) and  | Resource N  | laterials (If more spa  | ace is require   | ed, download Suppleme   | ental Texts ar                             | nd Resource Mater                       | ials form.)           |
| Author (surnar   | ne, initials)   | Title (article, book  | k, journal, et   | c.)   | Current ed                                 | d. Publisher                            | Year                  |
| 1. Eshleman, H. &  | Moniz R   | The Dysfunctional to Workplace Relat  | Library: Chal<br>tionships.  | lenges and Solutions  | $\boxtimes$                                | ALA Editions                            | 2005                  |
| 2.   |   |   |  |   |  |   |                       |
| 3.   |   |   |  |   |  |   |                       |
| 4.   |   |   |  |   |  |   |                       |
| 5.   |   |   |  |   |  |   |                       |
|  |   |   |  |   |  |   |                       |
|  |   | a printing.   |  |   |  |   |                       |
| <b>Typical Evaluation</b><br>Final exam:   | Methods and<br>25%  | d Weighting<br>Assignments:   | 50%  | Field experience:   | %  | Portfolio:                              | %                     |
| <b>Typical Evaluation</b><br>Final exam:<br>Midterm exam:  | Methods and<br>25%<br>25%   | d Weighting<br>Assignments:   | 50%<br>%   | Field experience:<br>Practicum:   | %  | Portfolio:<br>Other:                    | %                     |
| Final exam:<br>Midterm exam:<br>Quizzes/tests:   | Methods and<br>25%<br>25%<br>%  | d Weighting<br>Assignments:<br>Project:<br>Lab work:  | 50%<br>%   | Field experience:<br>Practicum:<br>Shop work:   | %<br>%                                     | Portfolio:<br>Other:<br>Total:          | %<br>%<br>100%        |
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## AGENDA ITEM # 3.4.

#### Memo for New Course

To: Undergraduate Education Committee (UEC)

From: John Hogg, BSW Department Chair

Date: TBC

Subject: Proposal for new course SOWK 460: Special Topics in Contemporary Social Work

1. Rationale for new course:

A "Special Topics in Contemporary Social Work" course provides an opportunity for students to learn and practice knowledge and skills in areas that are emerging, progressive, relevant, and not currently offered as part of the regular BSW course curriculum. Courses may be interdisciplinary in nature. The MSW (graduate) program offers a Special Topics course (SOWK 760), and it is important that the BSW program offers a similar opportunity for students.

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

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

This elective course may be offered to BSW students in program semesters 3 or 4. Instructors would bring forward special topics ideas to the BSW Committee to discuss and add to the current timetable.

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

Students in SOWK 460 will examine and critically analyze knowledge and skills associated with a specifc contemporary topic in social work. This aligns with the BSW program objective for preparing undergraduate students to collaborate with individuals, families, groups and communities in diverse environments and cultural settings.

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

No. However, the course may be an elective to students in other programs, should the particular topic align with their discipline of study.

- 5. Which program areas have been consulted about the course? N/A
- 6. If a new discipline designation is required, explain why: N/A
- 7. What consideration has been given to indigenizing the curriculum?

Course content, objectives, assignments, and instructional methods may be partly or fully indigenized, depending on topic and the Instructor.

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

No, this course is not eligible for PLAR as the course content is specialized in nature.

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value No additional program credits
  - b. Class size limit 24
  - c. Frequency of offering N/A

- d. Resources required (labs, equipment) N/A
- 10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Any field trips that arise within this particular course will be announced in the current timetable. Students will be supported in fundraising, should this need arise.

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

Student learning resources will cost approximately \$0 - \$150 (outside of field trip costs, which will be specifically identified).

#### **CWC** comments and responses:

• What are the 20 "experiential" hours? Should these be listed as "tutorials/workshops"?

We see these 20 hours as connecting students with contexts outside of the classroom. This could be as follows (as per the UFV Education Plan): field trips, guest speakers, community/social action, attending local events, planning an event in conjunction with local stakeholders and community groups, research and evaluation work, etc. Side note: Based on a FIT grant that was awarded to a faculty member in 2020, this may also include study abroad and will be decided as/when courses are planned.



September 2021

 REVISED COURSE IMPLEMENTATION DATE:

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

 February 2027

 Course outline form version:

 05/18/2018

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: SOWK 460   | 1  | Number of Cr  | edits: 3 <mark>C</mark>                                  | ourse credit policy (105)  |   |  |
|--|--|---|--|--|---|--|
| Course Full Title: Special Topics in Social W  | /ork   |   |  |  |   |  |
| Course Short Title:  |  |   |  |  |   |  |
| (Transcripts only display 30 characters. Depa  | artments may                                   | recommend a   | short title  | if one is needed. If left bi   | lank, one will be assigned.)  |  |
| Faculty: Faculty of Professional Studies   |  | Department (or program if no department): Social Work and Human Services  |  |  |   |  |
| Calendar Description:  | -  |   |  |  |   |  |
| An examination of selected topics in social we<br>embrace an interdisciplinary approach, which<br>limited to, environmental studies, global deve<br>Note: Offered under different letter designation | ork research a<br>would integr<br>lopment stud | and/or practice<br>ate perspective<br>ies, migration a<br>representing of | that is no<br>es from dis<br>and citizer<br>lifferent to | t addressed in current co<br>sciplines other than socia<br>iship, or political science<br>pics. With approval of the | ourse offerings. Topics may<br>I work such as, but not<br>e BSW Committee and |  |
| Director, may be repeated for credit provided  | the letter des                                 | signation differe   | . May be   | offered over two consecu   | utive semesters.  |  |
| Prerequisites (or NONE):   | 60 universit courses are                       | y-level credits<br>recommende   | or the inst<br>d.  | ructor's permission. Prior   | r studies in SOWK or HSER   |  |
| Corequisites (if applicable, or NONE):   | None   |   |  |  |   |  |
| Pre/corequisites (if applicable, or NONE):   | None   |   |  |  |   |  |
| Antirequisite Courses (Cannot be taken for   | additional cre                                 | edit.)  | Specia   | Topics (Double-click or  | n boxes to select.)   |  |
| Former course code/number:   |  |   | This co  | urse is offered with differe   | ent topics:   |  |
| Cross-listed with:   |  |   | 🗌 No   | Yes (If yes, topic will  | be recorded when offered.)  |  |
| Dual-listed with:  |  |   | Indepe   | ndent Study  |   |  |
| Equivalent course(s):  |  |   | If offere  | d as an Independent Stu  | dy course, this course may  |  |
| (If offered in the previous five years, antirequ   | isite course(s                                 | ) will be   | be repe  | ated for further credit: (If   | yes, topic will be recorded.)   |  |
| included in the calendar description as a note<br>for the antirequisite course(s) cannot take this   | e that students<br>s course for fi             | s with credit   | 🖾 No   | Yes, repeat(s)   | 🗌 Yes, no limit   |  |
|  |  |   | Transfe  | er Credit  |   |  |
| Typical Structure of Instructional Hours   |  |   | Transfe  | r credit already exists: (S  | See <u>bctransferguide.ca</u> .)  |  |
| Lecture/seminar hours  |  | 25  | ⊠ No □ Yes   |  |   |  |
| Tutorials/workshops  |  |   | Submit   | outline for (re)articulation   | 1:  |  |
| Supervised laboratory hours  |  |   | 🖾 No   | Yes (If yes, fill in tran  | sfer credit form.)  |  |
| Experiential (field experience, practicum, int   | ternship, etc.)                                | 20  | Gradin   | g System   |   |  |
| Supervised online activities   |  |   | 🛛 Lette  | er Grades 🛛 Credit/No  | Credit  |  |
| Other contact hours:   |  |   | Maxim  | um enrolment (for infor  | mation only): 36  |  |
|  | Total hours                                    | 45  | Expect   | ed Frequency of Cours  | e Offerings:  |  |
| Labs to be scheduled independent of lecture  | hours: 🛛 N                                     | o 🗌 Yes   | Annuall  | y (Every semester, Fall c  | only, annually, etc.)   |  |
| Department / Program Head or Director: M   | largaret Coon                                  | nbes  | 1  | Date approved:   | June 19, 2020   |  |
| Faculty Council approval   |  |   |  | Date approved:   | December 11, 2020   |  |
| Dean/Associate VP: Tracy Ryder Glass   |  |   |  | Date approved:   | December 11, 2020   |  |
| Campus-Wide Consultation (CWC)   |  |   |  | Date of posting:   | January 22, 2021  |  |
| Undergraduate Education Committee (UEC   | C) approval                                    |   |  | Date of meeting:   | February 26, 2021   |  |

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

#### Learning Outcomes:

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

- Analyze and synthesize in-depth knowledge associated with a specific issue or theme as it pertains to contemporary social work issues and topics.
- Assess and explain in detail the importance and implications of the topic for social work theory, research and practice.
- Apply different theoretical perspectives related to the topic.
- Debate opposing perspectives related to the topic, including differences between contexts and worldviews.
- Communicate in oral and written form a strong argument related to the topic and its practical applications.
- Demonstrate collaborative leadership skills in group, community and/or classroom settings.

Prior Learning Assessment and Recognition (PLAR)

🗌 Yes

No, PLAR cannot be awarded for this course because special topics are in-depth, contemporary and content-specific.

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*) Lectures, small and large group discussions, case studies, multi-media resources, guest speakers, and/or student presentations. Experiential and field trip components may be required. This is up to the discretion of the instructor and will depend also on the topic of the course. Virtual options would also be considered dependent on the instructor and topic.

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

| Тур | pical Text(s) and Resource Ma            | aterials (If more spa                   | ace is required                | d, download Suppler                      | mental Texts a       | and Resource | Materials for | orm.) |
|-----|--|---|--------------------------------|--|----------------------|--------------|---------------|-------|
|     | Author (surname, initials)               | Title (article, book                    | , journal, etc                 | .)                                       |                      | Current ed.  | Publisher     | Year  |
| 1.  |  | Dependent on topic                      | c (examples li                 | sted below)                              |                      |              |               |       |
| 2.  | Edited by: Tuula Heinonen & Julie Drolet | International Socia<br>Perspectives     | Work: Social                   | Work Experiences                         | and                  | $\boxtimes$  | Fernwood      | 2012  |
| 3.  | Edited by Lena Dominelli                 | Green Social Work<br>Environmental Jus  | : From Enviro<br>lice          | nmental Crises to                        |                      | $\boxtimes$  | Polity        | 2012  |
| 4.  | Edited by Louise Grant & Gail Kinman     | Developing Resilie                      | nce for Social                 | Work Practice                            |                      | $\boxtimes$  | Red Globe     | 2019  |
| 5.  | Edited by Miu Chung Yan &<br>Uzo Anucha  | Working with Immig<br>Approaches for So | grants and Re<br>cial Work and | fugees: Issues, The<br>Human Service Pra | ories, and<br>actice | $\boxtimes$  | Oxford        | 2017  |
| Тур | bical Evaluation Methods and             | Weighting                               |                                |  |                      |              |               |       |
| G   | roup Project: 25%                        | Assignments:                            | 65%                            | Participation:                           | 10%                  | Total:       |               | 100%  |

**Details (if necessary):** Assignments could include (and are up to the discretion of the instructor): 1) a paper analyzing media/literature on current global issues, 2) a skills-based activity such as creating a proposal to implement local or international advocacy work, 3) practicing implementing advanced interviewing and assessment skills based on the contemporary topic/theory, 4) individual reflective journaling, and 5) participation in critical reflection groups. The group project could be linked to a community-based learning component, accompanied by a report or presentation regarding the findings on a particular contemporary issue.

#### **Typical Course Content and Topics:**

Course content may include, but is not limited to, special topics in contemporary social work such as: global development and international social work, green/environmental social work, social justice and advocacy work, contemporary theories of practice such as trauma-informed practice, resiliency and well-being of social workers, or social work with specific populations such as immigrants and refugees or mental health with children and youth.

#### Example for Global Development and International Social Work:

Overview: Examines and evaluates the role of social work and social workers in global development work. Theoretical foundations are examined alongside global influences in relation to historical, economic, political, social and cultural contexts. Critical perspectives, contemporary issues and research debates in social development, internationalization, neoliberalism and globalization are discussed.

- 1. History of international social work; the role of social work in development
- 2. International institutions and NGOs; the ideals of international development assistance; North-South relations
- 3. Theories and concepts 1 Impact of globalization and neoliberalism on global issues
- 4. Theories and concepts 2 Human rights and human/social development (as opposed to economic)
- Values and ethics of professional action; universal vs. culturally relative frameworks; social exclusion, inclusion and justice
   Sustainable Development Goals overview
- Case study 1 Poverty and food insecurity
- Case study 1 Poverty and lood insecution
   Case study 2 Gender and development
- 9. Case study 3 Migration and displacement
- 10. Case study 4 Disaster relief
- 11. Case study 5 Global Indigenous movements
- 12. Motivations for international change and the risks of neocolonialism
- 13. Bringing it all together; the Global Social Work Agenda

To: UEC

From: Agriculture Department

Date: 3 November 2020

#### Subject: Proposal for revision of Agri 143 – Introduction to Agriculture

- 1. Summary of changes (select all that apply):
  - □ Six-year review
  - $\Box$  Number and/or course code
  - □ Credits and/or total hours
  - 🗌 Title
  - ⊠ Calendar description
  - ☑ Prerequisites and/or co-requisites
  - □ Frequency of course offering
  - $\boxtimes$  Learning outcomes
  - ☑ Delivery methods and/or texts and resource materials
  - □ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - $\Box$  Other Please specify:
- 2. Rationale for change:

The course was previously designed specifically as an introductory agriculture course for the electronics program with overviews of the working environment on the farm, however, since the electronics program has no need for the course any more, we had enquiries from International students that were not able to take this course because of the prerequisite of the program of Electronics. We wish to offer this course specifically to International students as well as domestic students from other programs as an elective, so they get a good overview of agriculture, both livestock and horticulture.

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): *There are no substantial changes to the learning outcomes*.
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? The course is no longer required for electronics and has never been required for agriculture and there are no other programs that require the course. Therefore the only effect will be that International students will sign on, as they look for courses, as well as some domestic students will sign up as an elective.
- 5. Which program areas have been consulted about the change(s)? All of agriculture.

- *6.* What consideration has been given to indigenizing the curriculum? *In our department we always incorporate indigenous content specific to this course, agriculture land availability on reserve lands.*
- 7. If this course is not eligible for PLAR, explain why: *It is available to PLAR, if the student can show sufficient overview knowledge on the North American agriculture.*
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering N/A
  - d. Resources required (labs, equipment) N/A
- *9.* Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *Students need to transport themselves to field tour locations in Chilliwack and Abbotsford, no further. No change.*
- 10. Estimate of the typical costs for this course, including textbooks and other materials: *No extra cost, just transportation to the field tours.*



REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018

September 2015 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: AGRI 143  | 1  | Number of Cro   | edits: 3 <mark>C</mark>                | ourse credit policy (105)   |  |
|---|--|---|--|---|--|
| Course Full Title: Introduction to Agriculture  |  |   |  |   |  |
| Course Short Title:   |  |   |  |   |  |
| (Transcripts only display 30 characters. Depa   | artments may   | recommend a   | short title                            | if one is needed. If left bl  | ank, one will be assigned.)  |
| Faculty: Faculty of Applied and Technical St  | udies <b>[</b>                                       | Department (c   | r progra                               | <b>m if no department):</b> Ag  | riculture  |
| Calendar Description:   |  |   |  |   |  |
| An introductory exploration of agricultural pro<br>production, harvest, and post-harvest handlir<br>explored. Use of technologies on farms of dif | duction. The f<br>ng of agricultur<br>ference scales | ocus is on the<br>ral products. P<br>s will also be e | role that r<br>roduction<br>xplored. H | machinery, automation, a<br>in field, barn, and greenh<br>łands-on experiences ma | nd robotics plays in the<br>ouse operations will be<br>ay include field trips. |
| Prerequisites (or NONE):  | None.  |   |  |   |  |
| Corequisites (if applicable, or NONE):  |  |   |  |   |  |
| Pre/corequisites (if applicable, or NONE):  |  |   |  |   |  |
| Antirequisite Courses (Cannot be taken for  | additional cre                                       | edit.)  | Specia                                 | I Topics (Double-click on   | boxes to select.)  |
| Former course code/number:  |  |   | This co                                | urse is offered with differe  | ent topics:  |
| Cross-listed with:  |  |   | 🛛 No                                   | Yes (If yes, topic will   | be recorded when offered.)   |
| Dual-listed with:   |  |   | Indepe                                 | ndent Study   |  |
| Equivalent course(s):   |  |   | If offere                              | d as an Independent Stu   | dy course, this course may   |
| (If offered in the previous five years, antirequ  | isite course(s)                                      | ) will be<br>with credit                              | be repe                                | ated for further credit: (If  | yes, topic will be recorded.)  |
| for the antirequisite course(s) cannot take this  | s course for fu                                      | irther credit.)                                       | 🖾 No                                   | Yes, repeat(s)  | ☐ Yes, no limit  |
|   |  |   | Transfe                                | er Credit   |  |
| Typical Structure of Instructional Hours  |  |   | Transfe                                | r credit already exists: (S   | ee <u>bctransferguide.ca</u> .)  |
| Lecture/seminar hours   |  | 30  | 🖾 No                                   | Yes   |  |
| Tutorials/workshops   |  |   | Submit                                 | outline for (re)articulation  | :  |
| Supervised laboratory hours   |  |   | 🖾 No                                   | Yes (If yes, fill in trans  | sfer credit form.)   |
| Experiential (field experience, practicum, int  | ternship, etc.)                                      | 15  | Grading                                | g System  |  |
| Supervised online activities  |  |   | 🛛 Lette                                | er Grades 🗌 Credit/No   | Credit   |
| Other contact hours:  |  |   | Maxim                                  | um enrolment (for inform  | mation only): 25   |
|   | Total hours  | 45  | Expect                                 | ed Frequency of Course  | e Offerings:   |
| Labs to be scheduled independent of lecture   | hours: 🛛 No  | > 🗌 Yes   | Annuall                                | y (Every semester, Fall o   | nly, annually, etc.)   |
| Department / Program Head or Director:  |  |   |  | Date approved:  | December 2020  |
| Faculty Council approval  |  |   |  | Date approved:  | December 18, 2020  |
| Dean/Associate VP:  |  |   |  | Date approved:  | December 18, 2020  |
| Campus-Wide Consultation (CWC)  |  |   |  | Date of posting:  | February 5, 2021   |
| Undergraduate Education Committee (UE   | C) approval  |   |  | Date of meeting:  | February 26, 2021  |

| The second se   | 5:   |  |  |  |                          |                      |                 |
|---|--|--|--|--|--------------------------|----------------------|-----------------|
| a. Upon success   | s:<br>sful completic   | on of this course, stud  | dents will be a                                      | able to:Describe commo   | on agricultu             | ral settings, enviro | nments and      |
| b. Analyze and e  | as barns, gi<br>evaluate mac   | hinerv including elec  | tronics in aar                                       | iculture and its applicati   | on in agricu             | ulture. such as ope  | erational       |
| machinery, au   | utomation equ  | uipment, and control   | systems.   |  |                          |                      |                 |
| c. Analyze comr   | non control p  | ractices in agriculture  | e.<br>storaction                                     |  |                          |                      |                 |
| e. Practice safet   | v and evalua   | te work environment  | consideration  | ns in various agricultura  | l settinas.              |                      |                 |
| f. Explore curre research.  | nt technologi  | es used in agriculture   | e and areas o  | of interest for future agric   | culture tech             | nology developme     | ent and         |
|   |  | A Recognition (PLA)  | D)   |  |                          |                      |                 |
| Yes No.   | PI AR canno  | t be awarded for this  | course beca  | iuse   |                          |                      |                 |
|   |  |  |  |  |                          |                      |                 |
| Typical Instruction   | al Methods (   | Guest lecturers, pres  | sentations, or                                       | nline instruction, field trip  | os, etc.; ma             | y vary at departme   | ent's discretio |
| Lectures and Lab/ne   |  | with occasional guesi  | l lecture.   |  |                          |                      |                 |
| NOTE: The followin  | a sections r   | nav vary by instruc  | tor Pleases  | see course syllabus av   | vailable fro             | m the instructor     |                 |
|   | Baseuros M   |  |  | d download Sunnloma  |                          | and Bosouros Mat     | ariala form )   |
| Author (surnar  | ne, initials)  | Title (article, book   | αce is require<br>κ, journal, et                     | a, aowinioad Suppleme.<br>c.)  | Current e                | ed. Publisher        | Year            |
| 1.  |  | Selected online ar   | ticles and rea                                       | adings   |                          |                      |                 |
| 2.  |  |  |  |  |                          |                      |                 |
| Typical Evaluation  | Methods and  | d Weighting  |  | 1  |                          |                      |                 |
| Final exam:   | %  | Assignments:   | 50%  | Field experience:  | %                        | Portfolio:           | %               |
| Midterm exam:   | 50%  | Project:   | %  | Practicum:   | %                        | Other:               | %               |
|   |  |  |  |  |                          |                      |                 |
| Quizzes/tests:  |  | Lab work:  | %  | Shop work:   | %                        | Total:               | 100%            |
| Quizzes/tests:<br>Details (if necessar  | y):  | Lab work:  | %  | Shop work:   | %                        | Total:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Cou  | y):<br>ntent and To  | Lab work:  | %  | Shop work:   | %                        | Total:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety P  | y):<br>ntent and To<br>ractices  | Lab work:  | %  | Shop work:   | %                        | Total:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Cou<br>Module 1: Safety Provident of mail of the study of mail of the study of mail of the study of  | ry):<br>ntent and To<br>ractices<br>achinery haza  | Lab work:  | %  | Shop work:   | %                        | Total:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety Pr<br>• Study of ma<br>• An understa   | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the  | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of  | %  | Shop work:   | %                        | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety P<br>Study of ma<br>An understa<br>Facilitate et   | y):<br>ntent and To<br>ractices<br>achinery haze<br>anding of the<br>fective utilize   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>ition of signal commu   | %<br>f hazard and<br>inication tech                  | Shop work:   | %                        | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety P<br>Study of ma<br>An understa<br>Facilitate el<br>Attainment   | y):<br>ntent and To<br>ractices<br>achinery haze<br>anding of the<br>fective utiliza<br>of relevant kr   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tion of signal commu<br>nowledge in accident                              | %<br>i hazard and<br>inication tech<br>prevention ir | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety Pl<br>• Study of ma<br>• An understa<br>• Facilitate el<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per   | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>fective utiliza<br>of relevant kr<br>ry Managem<br>formance   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tion of signal commu<br>howledge in accident<br>ent                       | %<br>i hazard and<br>inication tech<br>prevention ir | Shop work:<br>safety in machinery ope<br>iniques<br>n primary production pro | %<br>erations<br>ocesses | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Cou<br>Module 1: Safety Pl<br>• Study of ma<br>• An underst:<br>• Facilitate el<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per<br>• Machine Pe   | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>ifective utiliza<br>of relevant kr<br>ry Managem<br>formance<br>erformance  | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tion of signal commu-<br>nowledge in accident<br>ent                      | %<br>hazard and<br>inication tech<br>prevention ir   | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Cou<br>Module 1: Safety Pl<br>• Study of ma<br>• An understa<br>• Facilitate el<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per<br>• Machine Per<br>• Power Perf  | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>ifective utiliza<br>of relevant kr<br>ry Managem<br>formance<br>erformance<br>ormance   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tion of signal communowledge in accident<br>ent                           | %<br>hazard and<br>inication tech<br>prevention ir   | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               | 100%            |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Cou<br>Module 1: Safety Pl<br>• Study of ma<br>• An understa<br>• Facilitate el<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per<br>• Machine Per<br>• Operator P  | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>fective utiliza<br>of relevant kr<br>ry Managem<br>formance<br>erformance<br>erformance<br>erformance   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tion of signal commu<br>nowledge in accident<br>ent                       | %<br>f hazard and<br>inication tech<br>prevention ir | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               |                 |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety Pr<br>• Study of ma<br>• An understa<br>• Facilitate ef<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per<br>• Machine Per<br>• Operator Pr<br>Part II. Costs<br>• Cost Deterr  | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>fective utiliza<br>of relevant kr<br>ry Managem<br>formance<br>erformance<br>ormance<br>erformance<br>erformance<br>erformance<br>erformance  | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tition of signal commu<br>nowledge in accident<br>ent                     | * hazard and<br>inication tech<br>prevention ir      | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               |                 |
| Quizzes/tests:<br>Details (if necessar<br>Typical Course Con<br>Module 1: Safety Pr<br>• Study of ma<br>• An understa<br>• Facilitate ei<br>• Attainment<br>Module 2: Machine<br>Part I. Economic per<br>• Machine Per<br>• Operator P.<br>Part II. Costs<br>• Cost Deterr<br>Part II. Operations   | y):<br>ntent and To<br>ractices<br>achinery haza<br>anding of the<br>fective utiliza<br>of relevant kr<br>ry Managem<br>formance<br>erformance<br>erformance<br>erformance<br>erformance<br>erformance<br>erformance<br>enformance<br>enformance   | Lab work:<br>pics<br>ards, hazard sources<br>issues and values of<br>tition of signal commu<br>nowledge in accident<br>ent                     | * hazard and<br>inication tech<br>prevention ir      | Shop work:<br>safety in machinery ope<br>niques<br>n primary production pro  | %<br>erations<br>ocesses | lotal:               |                 |
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## Memo for Course Changes

To: UEC

From: Agriculture Department

Date: October 27, 2020

## Subject: Proposal for revision of Agri 238 – Equine Production and Management

- 1. Summary of changes (select all that apply):
  - □ Six-year review
  - $\Box$  Number and/or course code
  - ☑ Credits and/or total hours
  - 🗌 Title
  - ⊠ Calendar description
  - □ Prerequisites and/or co-requisites
  - □ Frequency of course offering
  - $\boxtimes$  Learning outcomes
  - Delivery methods and/or texts and resource materials
  - ☑ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - $\Box$  Other Please specify:

## 2. Rationale for change:

The last time the course was changed was in 2008 so is overdue. It is also being taught by a new instructor. Some of the changes were made to bring it in line with proper wording of the learning outcomes and instructional hours. Others were to update the course information being taught and learning resources for students.

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

The learning outcomes have not changed substantially. They were just rewritten to meet the standardized wording of outcomes.

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

This course is only required by livestock students in the Agriculture program.

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

6. What consideration has been given to indigenizing the curriculum? *Instructors are encouraged to add indigenous material when possible.* 

- 7. If this course is not eligible for PLAR, explain why: N/A
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering N/A
  - d. Resources required (labs, equipment) N/A
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Yes, field trips are required. They are at student expense.

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

*There is one suggested textbook which is \$60.50. Field trips are local so likely wouldn't cost more than \$25.* 



**ORIGINAL COURSE IMPLEMENTATION DATE:** 

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

September 1994 September 2021 February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: AGRI 238  | 1   | Number of Credits: 3 Course credit policy (105) |   |  |   |  |
|---|---|---|---|--|---|--|
| Course Full Title: Equine Production and Management<br>Course Short Title: Equine Production & Mgmt<br>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) |   |   |   |  |   |  |
| Faculty: Faculty of Applied and Technical St  | udies I   | Department (o                                   | r prograr   | <b>n if no department)</b> : Ag  | riculture   |  |
| Calendar Description:   | ·   |   |   |  |   |  |
| An introduction to equine production. Reprod<br>protocols, and nutrition will be studied. The con<br>husbandry.   | uction, physio<br>ourse will also                   | logy, conforma<br>include an int                | ation, anin<br>roduction  | nal health including hoof<br>to animal welfare princip   | care, stabling, vaccination<br>les as well as basic equine  |  |
| Prerequisites (or NONE):  | None.   |   |   |  |   |  |
| Corequisites (if applicable, or NONE):  | None.   |   |   |  |   |  |
| Pre/corequisites (if applicable, or NONE):  |   |   |   |  |   |  |
| Antirequisite Courses (Cannot be taken for<br>Former course code/number:<br>Cross-listed with:  | additional cre                                      | edit.)  | Special<br>This cou   | <b>Special Topics</b> (Double-click on boxes to select.)<br>This course is offered with different topics:<br>□ No □ Yes (If yes, topic will be recorded when offered.) |   |  |
| Dual-listed with:   |   |   | Independent Study   |  |   |  |
| Equivalent course(s):<br>(If offered in the previous five years, antirequincluded in the calendar description as a note<br>for the antirequisite course(s) cannot take this   | isite course(s)<br>that students<br>s course for fu | ) will be<br>s with credit<br>ırther credit.)   | If offere<br>be repe  | d as an Independent Stu<br>ated for further credit: ( <i>If</i><br>Yes, repeat(s)  | dy course, this course may<br>yes, topic will be recorded.) |  |
| Typical Structure of Instructional Hours  |   |   | Transfer credit already exists: <i>(See <u>bctransferguide.ca</u>.)</i><br>□ No ⊠ Yes<br>Submit outline for (re)articulation: |  |   |  |
| Lecture/seminar hours   |   | 40  |   |  |   |  |
| Tutorials/workshops   |   |   |   |  |   |  |
| Supervised laboratory hours   |   |   | 🗌 No  | Yes (If yes, fill in tran  | sfer credit form.)  |  |
| Experiential (field experience, practicum, int  | ternship, etc.)                                     | 5   | Grading System  |  |   |  |
| Supervised online activities  |   |   | 🛛 Lette   | er Grades 🗌 Credit/No  | Credit  |  |
| Other contact hours:  |   |   | Maximu  | um enrolment (for infor  | mation only): 25  |  |
|   | Total hours   | 45  | Expect  | ed Frequency of Cours  | e Offerings:  |  |
| Labs to be scheduled independent of lecture   | hours: 🗌 No   | > 🗌 Yes   | Annuall   | y (Every semester, Fall c  | only, annually, etc.)                                       |  |
| Department / Program Head or Director:  |   |   |   | Date approved:   | December 2020   |  |
| Faculty Council approval  |   |   |   | Date approved:   | December 18, 2020   |  |
| Dean/Associate VP:  |   |   |   | Date approved:   | December 18, 2020   |  |
| Campus-Wide Consultation (CWC)  |   |   |   | Date of posting:   | February 5, 2021  |  |
| Undergraduate Education Committee (UEC  | C) approval   |   |   | Date of meeting:   | February 26, 2021   |  |

#### **AGRI 238** University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 3 Learning Outcomes: Upon successful completion of this course, students will be able to: Describe the processes involved in the breeding and selection of horses. Classify the main breeds of horses. Explain the concepts of equine nutrition and the relationship with the digestive system. Explain the relationship between essential equine dietary nutrients and growth, health and performance. Apply the principles of nutrition to the production of practical rations. Describe principles, requirements, recommendations and best practices of equine management. Summarize the key criteria for managing the health care of horses including disease control, farriery, equine dentistry and equine first aid. Reference herd health programs including vaccination protocols, parasite control and biosecurity in the stable. Discuss responsibilities associated with caring for unwanted horses. Prior Learning Assessment and Recognition (PLAR) X Yes No, PLAR cannot be awarded for this course because **Typical Instructional Methods** Lectures, guest speakers, field trips when possible. 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. Equestrian Canada Stable Management Manual $\Box$ The USPC Guide to Conformation, Movement and 2. Harris Soundness Code of Practice for the Care and Handling of Equines 3. NFACC 4. Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) Coveralls, boots, transportation for field trips. Typical Evaluation Methods and Weighting 35% 35% Final exam: Assignments: Field experience: % Portfolio: % Midterm exam: 20% Project: % Practicum: % Presentation/paper: 10% Quizzes/tests: % Lab work: % Shop work: % Total: 100% Details (if necessary): **Typical Course Content and Topics Equine Production** Evolution of the horse Common breeds, colours, and markings Open versus closed breed registries ٠ Equine vitals Farm safety and equine insurance Stabling as it relates to animal comfort Equine welfare **Conformation and Lameness** Assessment of conformation

Assessment of lameness

#### Nutrition and digestive physiology

- Anatomy of digestive tract
  Principles of digestion in a non-ruminant herbivore
- Key nutrition principles in equine diets
- Nutrition and performance
- Nutrition related disease

#### Farriery and the Equine Hoof

Hoof conformation and health

# AGENDA ITEM # 3.5.

| AGRI 238   | University of the Fraser Valley Official Undergraduate Course Outline   | Page 3 of 3 |
|--|---|-------------|
| <ul><li>Equine trim</li><li>Diseases of</li></ul>  | ning and shoeing<br>the hoof  |             |
| Reproduction <ul> <li>Introduction</li> <li>Hormonal control</li> <li>Pregnancy at the pregnancy of the preg</li></ul> | to principles of selection and genetic improvement<br>ontrol of reproduction<br>and parturition<br>reproduction   |             |
| Animal Husbandry a<br>Equine heal<br>Immune fun<br>Worming an  | and Stable Management<br>th management protocols with veterinarian<br>ction and vaccination protocols<br>d parasite control protocols<br>I when to call the vet |             |

- Equine disease conditions ٠
- Biosecurity •
- Environmental impacts of equine production ٠

## Animal Welfare

- NFACC Code of Practice for equines responsibility for the unwanted horse ٠
- ٠
- equine euthanasia and animal welfare •

## Memo for Course Changes

To: UEC

From: Agriculture Department

Date: October 27, 2020

## Subject: Proposal for revision of Agri 254 – Ruminant Animal Health

- 1. Summary of changes (select all that apply):
  - □ Six-year review
  - $\Box$  Number and/or course code
  - ☑ Credits and/or total hours
  - 🗌 Title
  - ⊠ Calendar description
  - ☑ Prerequisites and/or co-requisites
  - □ Frequency of course offering
  - $\boxtimes$  Learning outcomes
  - ☑ Delivery methods and/or texts and resource materials
  - ☑ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - $\Box$  Other Please specify:

## 2. Rationale for change:

The last time the course was changed was in 2009 so is overdue. It is also being taught by a new instructor. Some of the changes were made to bring it in line with proper wording of the learning outcomes and instructional hours. Others were to update the course information being taught and learning resources for students.

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

The learning outcomes have not changed substantially. They were just rewritten to meet the standardized wording of outcomes.

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

This course is only required by livestock students in the Agriculture program.

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

6. What consideration has been given to indigenizing the curriculum? *Instructors are encouraged to add indigenous material when possible.* 

- 7. If this course is not eligible for PLAR, explain why: N/A
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value N/A
  - b. Class size limit N/A
  - c. Frequency of offering N/A
  - d. Resources required (labs, equipment) N/A
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Yes, field trips are required. They are at student expense.

10. Estimate of the typical costs for this course, including textbooks and other materials: *Field trips are in the Chilliwack/Abbotsford area so likely wouldn't cost more than \$50.* 

## CWC comment and response:

• The memo does not include a rationale for the prerequisite change. Why is this being increased, and why for this course but not AGRI 238?

AGRI 254 needs a prerequisite, specifically AGRI 237, because it is a fairly in-depth ruminant course which requires the student to have some knowledge of ruminant science and husbandry. The AGRI 238 course is much more of an introductory course about horses so does not need a prerequisite.



ORIGINAL COURSE IMPLEMENTATION DATE:

 REVISED COURSE IMPLEMENTATION DATE:
 Septer

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

 Course outline form version: 05/18/2018
 Febru

September 2009 September 2021 February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: AGRI 254 Number of Credits   |  |   | edits: 3 C   | dits: 3 Course credit policy (105)   |   |  |  |
|--|--|---|--|--|---|--|--|
| Course Full Title: Ruminant Animal Health  | Course Full Title: Ruminant Animal Health  |   |  |  |   |  |  |
| Course Short Title:  |  |   |  |  |   |  |  |
| (Transcripts only display 30 characters. Depa  | (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) |   |  |  |   |  |  |
| Faculty: Faculty of Applied and Technical St   | udies <b>E</b>   | Department (o   | r prograi  | <b>n if no department)</b> : Ag  | riculture   |  |  |
| Calendar Description:  |  |   |  |  |   |  |  |
| The principles of disease infection, treatment<br>physiology, the principles of ruminant nutrition<br>infectious disease, and health management of | , and prevention, reproduction<br>of dairy and be  | on in ruminant<br>n and obstetric<br>eef cattle and s | livestock<br>s, the inc<br>mall rumi   | are introduced. Topics a<br>idence of respiratory ailm<br>nants. Field trips will be r | lso include animal<br>ents, nutritional and<br>equired. |  |  |
| Prerequisites (or NONE):   | None. Note:  | As of January   | 2022, pre  | erequisites will change to   | : AGRI 237.   |  |  |
| Corequisites (if applicable, or NONE):   |  |   |  |  |   |  |  |
| Pre/corequisites (if applicable, or NONE):   |  |   |  |  |   |  |  |
| Antirequisite Courses (Cannot be taken for   | additional cre   | dit.)   | Specia   | Topics (Double-click or  | boxes to select.)                                       |  |  |
| Former course code/number: AGRI 134  |  |   | This course is offered with different topics:  |  |   |  |  |
| Cross-listed with:   |  |   | $\boxtimes$ No $\square$ Yes (If yes, topic will be recorded when offered.)  |  |   |  |  |
| Dual-listed with:  |  |   | Independent Study  |  |   |  |  |
| Equivalent course(s):  |  |   | If offered as an Independent Study course, this course may<br>be repeated for further credit: ( <i>If yes, topic will be recorded.</i> ) |  |   |  |  |
| (It offered in the previous five years, antirequing included in the calendar description as a note   | isite course(s)<br>that students   | will be<br>with credit                                |  |  |   |  |  |
| for the antirequisite course(s) cannot take this   | s course for fu  | urse for further credit.)                             |  |  |   |  |  |
|  |  |   | Transfer Credit  |  |   |  |  |
| Typical Structure of Instructional Hours   |  |   | Transfer credit already exists: (See <u>bctransferguide.ca</u> .)  |  |   |  |  |
| Lecture/seminar hours  |  | 40  | 🖾 No 📋 Yes   |  |   |  |  |
| Tutorials/workshops  |  |   | Submit outline for (re)articulation:   |  |   |  |  |
| Supervised laboratory hours  |  |   |  | Yes (If yes, fill in tran  | ster credit form.)                                      |  |  |
| Experiential (field experience, practicum, int   | ternship, etc.)  | 5   | Grading  | g System   |   |  |  |
| Supervised online activities   |  |   | 🛛 Lette  | er Grades 🗌 Credit/No  | Credit  |  |  |
| Other contact hours:   |  |   | Maxim  | um enrolment (for infor  | mation only): 25  |  |  |
|  | Total hours  | 45  | Expect   | ed Frequency of Course   | e Offerings:  |  |  |
| Labs to be scheduled independent of lecture  | hours: 🗌 No  | > 🗌 Yes   | Annuall  | y (Every semester, Fall o  | only, annually, etc.)                                   |  |  |
| Department / Program Head or Director:   |  |   |  | Date approved:   | December 2020   |  |  |
| Faculty Council approval   |  |   |  | Date approved:   | December 18, 2020                                       |  |  |
| Dean/Associate VP:   |  |   |  | Date approved:   | December 18, 2020                                       |  |  |
| Campus-Wide Consultation (CWC)   |  |   |  | Date of posting:   | February 5, 2021  |  |  |
| Undergraduate Education Committee (UE  | C) approval  |   |  | Date of meeting:   | February 26, 2021                                       |  |  |

Page 2 of 2

#### **AGRI 254**

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

#### Learning Outcomes:

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

- Describe the key processes of ruminant reproduction.
- Identify and manage mastitis and related milk quality issues.
- Describe management of the health of young stock and replacement animals.
- Communicate appropriate protocols for ruminant management in all life stages and situations including when to call a veterinarian.
- Recognize the elements of ruminant digestive physiology.
- Discuss the relationship between basic ruminant nutrition and production and health of livestock.
- Recognize digestive ailments and appropriate course of action.
- Describe principles, requirements, recommendations and best practices of ruminant management.
- Summarize the key criteria for managing the health care of ruminants including disease control, injury prevention, and housing.

## 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, demonstration labs, practical livestock care in UFV barn, field trips, in-class assignments. One full day attendance at the Fraser Valley Dairy Short Course is mandatory.

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

| Ту | Typical Text(s) and Resource Materials (If more space is required, download Supplemental Texts and Resource Materials form.) |  |             |           |      |  |
|----|--|--|-------------|-----------|------|--|
|    | Author   | Title (article, book, journal, etc.)                     | Current ed. | Publisher | Year |  |
| 1. | NFACC  | Code of Practice: Dairy Cattle                           | $\boxtimes$ | NFACC     |      |  |
| 2. | NFACC  | Code of Practice: Beef Cattle                            | $\boxtimes$ | NFACC     |      |  |
| 3. | NFACC  | Code of Practice: Sheep                                  | $\boxtimes$ | NFACC     |      |  |
| 4. | NFACC  | Code of Practice: Goats                                  | $\boxtimes$ | NFACC     |      |  |
| 5. | Hulsen   | Cow Signals: A Practical Guide for Dairy Farm Management | $\boxtimes$ | NFACC     |      |  |

**Required Additional Supplies and Materials** (Software, hardware, tools, specialized clothing, etc.) Commercial handouts, course pack, calculator, coveralls, safety boots, transportation to field trips.

#### Typical Evaluation Methods and Weighting

| rypour Evaluation methods and weighting |     |               |     |                   |   |            |      |
|---|-----|---------------|-----|-------------------|---|------------|------|
| Final exam:                             | 40% | Assignments:  | 30% | Field experience: | % | Portfolio: | %    |
| Midterm exam:                           | 20% | Participation | 10% | Practicum:        | % | Total:     | 100% |
|   |     |               |     |                   |   |            |      |

## Details (if necessary):

#### Typical Course Content and Topics

#### Section 1: Dairy Cattle

- Dairy cattle behavior
- Housing and cow comfort
- NFACC: The code of Practice for the care of dairy cattle
- Ruminant gastro intestinal tract physiology
- Basic ruminant nutrition principles and relationship to production
- Nutritional diseases in the dairy cow
- Reproductive health estrous, pregnancy, parturition and transition from dry period
- Ruminant diseases infectious, non-infectious, zoonotic and reportable
- Herd Health Protocols for vaccination and reproductive health

#### Section 2: Beef Cattle

- Beef breeds and Canadian beef industry
- Beef production units cow calf, backgrounding and feedlot units
- Reproduction and related diseases
- Beef cattle nutrition and nutritional diseases
- Infectious diseases, non-infectious diseases, zoonose and reportable diseases
- Animal welfare and verified beef production
- Biosecurity, vaccination protocols and parasite control

#### Section 3: Small Ruminant

• Introduction to history and current market for small breed production

- Nutrition and digestive physiology of sheep and goats-estrous, breeding, reproduction, and reproductive diseases of sheep and goats
- Biosecurity, flock/herd health and diseases of sheep and goats

## 11.19.2020

To Faculty Council

From Faculty of Applied & Technical Studies Curriculum Committee

CC John English Peter Geller

**Re** Changes to Agriculture Programs

## Comments:

Memo

Please find proposed changes to the Agriculture Programs and Courses.

Currently the Agriculture Technology diploma (Horticulture Crop Production and Protection option) program has 78 credits required. The request is to change this to 66 credits. This not only brings it closer to UFV guidelines but also makes the program cheaper to students and especially international students.

Pedologically the UFV Agriculture Technology program is focused on providing students with a strong foundation in the underlying theory behind each of the many practical skills that are developed in our program. Our program went through a review in 2019. The review panel recommended condensing the diploma to 60 credits to bring it into alignment with other Agriculture diploma programs in Canada. Reducing the program to get closer to 60 credits has been challenging. We have weighed the merits of each course in terms of theory and practice. Courses from within the Agriculture program that we have cut are those that we feel can have portions of the content covered in other courses or the information no longer reflects employment opportunities in the Fraser Valley. We also wanted to keep courses that were critical for students to be successful as agricultural practioneers (farmers). Thus, skills courses and farm safety are critical to keep in the program. In contrast, Economics is more likely to be of use to students who pursue the degree programs, as these students go on to obtain their Professional Agrologist designation and can work at the level of policy and financing. We would like to point out that we did not remove any of our business courses, as the knowledge and skills gained from these courses are critical for management/ownership of farms.

Currently the Horticulture Crop Production and Protection certificate program has 42 credits; this is being dropped to 36 credits by dropping Ag 220 and, and moving Ag 203 to second year (so it remains in the Horticulture Diploma).

Currently the Agriculture Technology diploma (Livestock Production) program has 75 credits required; the request here is to change it to 66 credits (reasons similar to Horticulture).

Currently the Livestock Production certificate program has 39 credits. The request here is to change it to 36 credits by moving one course (Ag 203) to second year.

# University of the Fraser Valley Faculty of Applied and Technical Studies

Curriculum Committee



## 11.19.2020

## Memo

## Pg.02

As a separate topic, changes to Ag 143 are requested. Ag 143 used to be required for electronics students. However it has been dropped as a requirement. Due to large demand for the course the department believes the course will attract many students who want a taste of agriculture and is being re-configured to admit a wider set of students than just those from electronics.

The curriculum committee has looked at the request for changes and we agree with them all. We therefore submit them to FATS faculty council.

# Agriculture Technology diploma

# Dates and location

In the Fall semester, courses all run at the Canada Education Park (CEP) campus for 15 weeks. The Winter semester courses run at the CEP campus for 12 weeks, then all qualified one-year certificate and diploma students complete a three-week practicum course (AGRI 192-or 292) at selected host farms/businesses throughout the Fraser Valley. Students must have reliable transportation for the practicum work placements. All practica are done without remuneration.

# Program outline

## Second year

. . .

In semesters III and IV (second year), the selected program option (Livestock Production or Horticulture Crop Production and Protection) determines which courses must be taken.

## Semester III (Fall)

| Course          | Title                           | Credits  |
|-----------------|---------------------------------|----------|
| <u>AGRI 203</u> | Fundamentals of Pest Management | <u>3</u> |
| AGRI 247        | Enterprise Project: Part I      | 3        |
| AGRI 272        | Agriculture Seminar Series      | 3        |
| AGRI 311        | Sustainable Soil Management     | 3        |
| ECON 100        | Principles of Microeconomics    | 3        |

| or ECON 101  | Principles of Macroeconomics  |   |  |  |
|--|---|---|--|--|
| CMNS 251   | Professional Report Writing   | 3 |  |  |
| In even-numbered y must also take:   | In even-numbered years, students specializing in Livestock Production must also take: |   |  |  |
| AGRI 239   | Management and Production of Beef, Sheep, and Goats                                   | 3 |  |  |
| In odd-numbered ye<br>must also take:  | In odd-numbered years, students specializing in Livestock Production must also take:  |   |  |  |
| AGRI 256   | Management and Production of Poultry and Swine  | 3 |  |  |
| In even-numbered years, students specializing in Horticulture Crop<br>Production and Protection option must also take: |   |   |  |  |
| AGRI 321   | Vegetable Crop Production: Science and Practice                                       | 3 |  |  |
| In odd-numbered years, students specializing in Horticulture Crop<br>Production and Protection option must also take:  |   |   |  |  |
| AGRI 323   | Fruit Crop Production: Science and Practice   | 3 |  |  |

## Semester IV (Winter)

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

| AGRI 212                          | Introduction to On-Farm Food Safety, Quality and Security | 3 |
|-----------------------------------|---|---|
| AGRI <del>248</del><br><u>348</u> | Enterprise Project: Part II                               | 3 |
| AGRI 292                          | Practicum II  | 3 |
| AGRI 306                          | Field Techniques in Pest Management                       | 3 |
| AGRI 371                          | Sustainable Holistic Agriculture: Planning and Practices  | 3 |
| BUS 120                           | Essentials of Marketing                                   | 3 |

# Horticulture Crop Production and Protection certificate

# Program outline

Semester I (Fall)

| Course                  | Title   | Credits |
|-------------------------|---|---------|
| AGRI 123                | Horticulture Skills and Techniques for Fall                         | 3       |
| AGRI 124                | Introduction to Horticulture  | 3       |
| AGRI 142                | Agribusiness Principles   | 3       |
| or BUS 100              | Introduction to Business  |         |
| AGRI 163                | Pest Biology and Identification                                     | 3       |
| AGRI 220                | Plants in the Landscape   | 3       |
| CMNS 125                | Communicating Professionally to Academic and<br>Workplace Audiences | 3       |
| or ENGL<br>105          | Academic Writing  |         |
| In even-numbered years: |   |         |

| AGRI 321               | Vegetable Crop Production: Science and Practice |   |
|------------------------|---|---|
| In odd-numbered years: |   |   |
| AGRI 323               | Fruit Crop Production: Science and Practice     | 3 |

## Semester II (Winter)

| Course   | Title  | Credits |
|----------|--|---------|
| AGRI 129 | Horticulture Skills and Techniques for Winter            | 3       |
| AGRI 183 | Farm and Equipment Safety                                | 3       |
| AGRI 192 | Practicum I  | 3       |
| AGRI 203 | Fundamentals of Pest Management                          | 3       |
| AGRI 204 | Introduction to Soils and Soil Fertility                 | 3       |
| AGRI 324 | Greenhouse Production: Science and Practice              | 3       |
| AGRI 327 | Nursery Production and Propagation: Science and Practice | 3       |

# Livestock Production certificate

# Program outline

## Semester II (Winter)

| Course   | Title   | Credits |
|----------|---|---------|
| AGRI 183 | Farm and Equipment Safety                             | 3       |
| AGRI 192 | Practicum I   | 3       |
| AGRI 203 | Fundamentals of Pest Management                       | 3       |
| AGRI 204 | Introduction to Soils and Soil Fertility              | 3       |
| AGRI 254 | Ruminant Animal Health                                | 3       |
| AGRI 328 | Forage Crop Production: Science and Practice          | 3       |
| AGRI 331 | Dairy Production and Management: Science and Practice | 3       |

Note: Courses in artificial insemination and agricultural welding are recommended but not required. Information on outside agencies offering these courses can be obtained from the Agriculture Technology department. Approximate cost for these outside courses is <u>\$800</u>650.

## Memo for New Course

To: Curriculum Committee, Faculty of Science

From: Jason Thomas

Date: December 18, 2020

Subject: Proposal for new course (CHEM 116, Chemical Thermodynamics)

1. Rationale for new course:

The Chemistry Department will offer CHEM 116 as a service course to meet learning outcomes required for the Engineering Transfer Program.

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

See Program Changes memo

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

See Program Changes memo and Engineering Common Core Final Report (attached)

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

No. It may become part of the Engineering degree proposal. It may also only run for one year as a transition course until a full one semester course specific to the Engineering Transfer Program is developed.

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

**Chemistry and Physics** 

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

N/A

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

See Program Changes memo

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

N/A

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 1.0
  - b. Class size limit 36
  - c. Frequency of offering once per year (Fall or Winter)
  - d. Resources required (labs, equipment) none

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

N/A

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

This course will share the textbook of another required course in the program, CHEM 113, so there will be no additional cost.



**ORIGINAL COURSE IMPLEMENTATION DATE: REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED** (six years after UEC approval):

September 2021

February 2027

Course outline form version: 05/18/2018

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM** 

| Course Code and Number: CHEM 116 Number of Cr   |                                    |                        |  | edits: 1 Course credit policy (105) |                                 |  |
|---|------------------------------------|------------------------|--|-------------------------------------|---------------------------------|--|
| Course Full Title: Thermodynamic Aspects  | of General Ch                      | emistry for Eng        | gineering  | Students                            |                                 |  |
| Course Short Title: Chemical Thermodynam  | nics                               |                        |  |                                     |                                 |  |
| (Transcripts only display 30 characters. Depa   | artments may i                     | recommend a            | short title  | if one is needed. If left b         | lank, one will be assigned.)    |  |
| Faculty: Faculty of Science         Department (or program if no department): Chemistry             |                                    |                        |  |                                     |                                 |  |
| Calendar Description:   |                                    |                        |  |                                     |                                 |  |
| Extends the topics of CHEM 113 with an intro<br>Common Core.  | oduction to che                    | emical thermo          | dynamics   | needed for the Engineer             | ring Transfer Program           |  |
| Note: Students with credit for CHEM 114 can   | not take this c                    | ourse for furth        | er credit.   |                                     |                                 |  |
| Prerequisites (or NONE):  | None.                              |                        |  |                                     |                                 |  |
| Corequisites (if applicable, or NONE):  | None.                              |                        |  |                                     |                                 |  |
| Pre/corequisites (if applicable, or NONE):  | CHEM 113.                          |                        |  |                                     |                                 |  |
| Antirequisite Courses (Cannot be taken for  | <sup>.</sup> additional cre        | dit.)                  | Special  | Topics (Double-click of             | n boxes to select.)             |  |
| Former course code/number:  |                                    |                        | This course is offered with different topics:                      |                                     |                                 |  |
| Cross-listed with:  |                                    |                        | 🛛 No   | Yes (If yes, topic will             | be recorded when offered.)      |  |
| Dual-listed with:   |                                    |                        | Indepe   | ndent Study                         |                                 |  |
| Equivalent course(s):   |                                    |                        | If offere  | d as an Independent Stu             | udy course, this course may     |  |
| (If offered in the previous five years, antireque<br>included in the calendar description as a note | isite course(s)<br>e that students | will be<br>with credit | be repe  | ated for further credit: (If        | f yes, topic will be recorded.) |  |
| for the antirequisite course(s) cannot take this  | s course for fu                    | rther credit.)         |  |                                     |                                 |  |
| Typical Structure of Instructional Hours  |                                    |                        | Transfe  | r credit already exists: <i>(</i> § | See bctransferguide.ca.)        |  |
| Lecture/seminar hours   |                                    | 18                     | No   | Yes                                 |                                 |  |
| Tutorials/workshops   |                                    | 10                     | Submit   | outline for (re)articulation        | n:                              |  |
| Supervised laboratory hours   |                                    |                        | $\square$ No $\square$ Yes (If yes, fill in transfer credit form.) |                                     |                                 |  |
| Experiential (field experience, practicum, int  | ternship, etc.)                    |                        | Grading System   |                                     |                                 |  |
| Supervised online activities  |                                    |                        | 🖂 Lette  | er Grades 🔲 Credit/No               | o Credit                        |  |
| Other contact hours:  |                                    |                        | Maximu   | um enrolment (for infor             | mation only): 36                |  |
|   | Total hours                        | 18                     | Expect   | ed Frequency of Cours               | e Offerings:                    |  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No                        | >  Yes                 | Annuall  | y (Every semester, Fall o           | only, annually, etc.)           |  |
| Department / Program Head or Director:  |                                    |                        | 1  | Date approved:                      | December 2020                   |  |
| Faculty Council approval  |                                    |                        |  | Date approved:                      | January 8, 2021                 |  |
| Dean/Associate VP:  |                                    |                        |  | Date approved:                      | January 8, 2021                 |  |
| Campus-Wide Consultation (CWC)  |                                    |                        |  | Date of posting:                    | February 5, 2021                |  |
| Undergraduate Education Committee (UEC) approval  |                                    |                        |  | Date of meeting:                    | February 26, 2021               |  |

| CHEM 116 | University of the Fraser Valley Official Undergraduate Course Outline | Page <b>2</b> of <b>2</b> |
|----------|---|---------------------------|
|          |   |                           |

## Learning Outcomes:

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

- Describe the principles of chemical thermodynamics.
- Illustrate how the principles of chemical thermodynamics relate to the spontaneity of chemical and electrochemical processes.
- Use the principles of chemical thermodynamics to explain the effects of pressure and temperature on phase stability.

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

Yes No, PLAR cannot be awarded for this course because

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

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

| Тур | ypical 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.  | Olmsted J. et al  | Chemistry 3rd ed.                    | $\boxtimes$ | Wiley     | 2016 |  |  |  |  |  |
| 2.  |   |                                      |             |           |      |  |  |  |  |  |
| 3.  |   |                                      |             |           |      |  |  |  |  |  |
| 4.  |   |                                      |             |           |      |  |  |  |  |  |
| 5.  |   |                                      |             |           |      |  |  |  |  |  |

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

#### **Typical Evaluation Methods and Weighting**

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

## Details (if necessary):

## **Typical Course Content and Topics**

Thermochemistry (Ch. 3):

- Heat and work, energy, the first law of thermodynamics
- Heat of isochoric and isobaric processes, enthalpy
- Energy and enthalpy changes in chemical reactions, Hess's law

Spontaneity (Ch. 12)

- Reversible and irreversible process, spontaneity
- Entropy, the second law of thermodynamics
- Free energy and Gibbs free energy
- Phase transitions and phase diagrams
- Spontaneity of chemical reactions under isochoric and isobaric conditions

Electrochemistry (Ch. 17)

- Galvanic cell and its elements, shorthand cell notations
- Active and inert electrodes, electrode reactions
- Cell and electrode potentials, standard reduction potentials
- Concentration dependence of electrode potentials, Nernst equation

## Memo for New Course

To: Curriculum Committee, Faculty of Applied and Technical Studies

From: Norm Taylor

Date:

Subject: Proposal for new course (ENGR 115, Engineering Optics)

1. Rationale for new course:

See Program Changes memo (attached)

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

See Program Changes memo

- Explain how the course learning outcomes align with the learning outcomes of the program(s): See Program Changes memo and Engineering Common Core Final Report (attached)
- 4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No. It will very likely become part of our Engineering degree proposal.

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

Physics

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

N/A

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

See Program Changes memo

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

N/A

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 1.0
  - b. Class size limit 24
  - c. Frequency of offering once per year (Winter)
  - 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?

N/A

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

This course will share the textbook with other required courses in the program, PHYS 111 and 112, so there will be no additional cost.



 ORIGINAL COURSE IMPLEMENTATION DATE:
 September 2021

 REVISED COURSE IMPLEMENTATION DATE:
 September 2021

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

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

 Course outline form version: 05/18/2018
 February 2027

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: ENGR 115   | 1   | Number of Cre                                 | edits: 1 C   | ourse credit policy (105)    |                                  |  |  |  |
|--|---|---|--|------------------------------|----------------------------------|--|--|--|
| Course Full Title: Engineering Optics  |   |   |  |                              |                                  |  |  |  |
| Course Short Title:  |   |   |  |                              |                                  |  |  |  |
| (Transcripts only display 30 characters. Depa  | artments may  | recommend a                                   | short title  | if one is needed. If left bl | ank, one will be assigned.)      |  |  |  |
| Faculty: Faculty of Applied and Technical St   | <b>n if no department):</b> Ph                        | ysics   |  |                              |                                  |  |  |  |
| Calendar Description:  |   |   |  |                              |                                  |  |  |  |
| Students investigate the physical optics of mirrors and lenses, the wave optics of interference and diffraction, and some properties of electromagnetic waves.                                     |   |   |  |                              |                                  |  |  |  |
| Note: This course together with PHYS 112 is the PHYS II content for the Engineering Curriculum Common Core.<br>Note: Students with credit for PHYS 225 cannot take this course for further credit. |   |   |  |                              |                                  |  |  |  |
| Prerequisites (or NONE):   |   |   |  |                              |                                  |  |  |  |
| Corequisites (if applicable, or NONE):   | PHYS 112.   |   |  |                              |                                  |  |  |  |
| Pre/corequisites (if applicable, or NONE):   |   |   |  |                              |                                  |  |  |  |
| Antirequisite Courses (Cannot be taken for   | additional cre  | edit.)  | Specia   | I Topics (Double-click or    | boxes to select.)                |  |  |  |
| Former course code/number:   |   |   | This co  | urse is offered with differe | ent topics:                      |  |  |  |
| Cross-listed with:   |   |   | No Yes (If yes, topic will be recorded when offered.)      |                              |                                  |  |  |  |
| Dual-listed with:  |   |   | Independent Study  |                              |                                  |  |  |  |
| Equivalent course(s):  |   |   | If offered as an Independent Study course, this course may |                              |                                  |  |  |  |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi  | isite course(s,<br>e that students<br>s course for fu | ) will be<br>s with credit<br>ırther credit.) | be repe<br>⊠ No  | ated for further credit: (If | yes, topic will be recorded.)    |  |  |  |
|  |   |   | Transfe  | er Credit                    |                                  |  |  |  |
| Typical Structure of Instructional Hours   |   |   | Transfe  | r credit already exists: (S  | See <u>bctransferguide.ca</u> .) |  |  |  |
| Lecture/seminar hours  |   | 12  | 🖾 No   | Yes                          |                                  |  |  |  |
| Tutorials/workshops  |   | 6   | Submit   | outline for (re)articulation |                                  |  |  |  |
| Supervised laboratory hours  |   |   |  | Yes (If yes, fill in tran    | sfer credit form.)               |  |  |  |
| Experiential (field experience, practicum, int   | ternship, etc.)                                       |   | Grading  | g System                     |                                  |  |  |  |
| Supervised online activities   |   |   | 🛛 Lette  | er Grades 🛛 Credit/No        | Credit                           |  |  |  |
| Other contact hours:   |   |   | Maxim  | um enrolment (for infor      | mation only): 24                 |  |  |  |
|  | Total hours   | 18  | Expect   | ed Frequency of Cours        | e Offerings:                     |  |  |  |
| Labs to be scheduled independent of lecture  | hours: 🛛 No   | D 🗌 Yes                                       | Fall (Ev   | very semester, Fall only, a  | annually, etc.)                  |  |  |  |
| Department / Program Head or Director:   |   |   |  | Date approved:               | December 2020                    |  |  |  |
| Faculty Council approval   |   |   |  | Date approved:               | January 8, 2021                  |  |  |  |
| Dean/Associate VP:   |   |   |  | Date approved:               | January 8, 2021                  |  |  |  |
| Campus-Wide Consultation (CWC)   |   |   |  | Date of posting:             | February 19, 2021                |  |  |  |
| Undergraduate Education Committee (UE  | C) approval   |   |  | Date of meeting:             | February 26, 2021                |  |  |  |

|   |  | inversity of the firas   | er valley Or  | inclai Undergraduate Co   |                                      |  | raye z v                    |
|---|--|--|---|---|--------------------------------------|--|-----------------------------|
| Learning Outcomes   | 6:   |  |   |   |                                      |  |                             |
| Upon successful con   | npletion of th   | is course, students w  | ill be able to  |   |                                      |  |                             |
| <ul> <li>Analyze the</li> <li>Apply graph<br/>refracted by</li> <li>Articulate th<br/>by two-slit in</li> <li>Calculate th</li> </ul> | e reflection an<br>nical and ana<br>a spherical<br>ne concepts on<br>nterference.<br>ne intensity a    | nd refraction of light r<br>lytical methods to de<br>surface (convex or co<br>of constructive and de<br>t various points in an | ays.<br>termine the loncave), and<br>estructive inter<br>interference | ocation and size of an irr<br>formed by a thin lens (c<br>erference between two o<br>pattern. | age reflec<br>onverging<br>r more wa | cted by a mirror, re<br>or diverging).<br>ves Describe the p | flected or<br>attern produc |
| Prior Learning Ass  | essment and  | d Recognition (PLA   | R)  |   |                                      |  |                             |
| 🗌 Yes 🛛 🖾 No,   | PLAR canno   | ot be awarded for this   | course beca   | use content is mandated   | d by gover                           | ning body.   |                             |
| Typical Instructiona<br>Lecture, in-class tuto  | <b>al Methods</b> (<br>prial, assignm  | <i>Guest lecturers, pres</i><br>ients  | entations, or   | nline instruction, field trip   | s, etc.; ma                          | ay vary at departme  | ent's discretio             |
| NOTE: The followin  | g sections i   | may vary by instruc  | tor. Please s   | see course syllabus av  | ailable fro                          | om the instructor.   |                             |
| Typical Text(s) and   | Resource M   | laterials (If more spa   | ace is require  | d, download Supplemen   | tal Texts a                          | and Resource Mate  | erials form.)               |
| Author (surnan  | ne, initials)  | Title (article, book   | k, journal, et  | c.)   | Current                              | ed. Publisher  | Yea                         |
| 1. Young and Free   | dman   | University Physics   |   |   | $\boxtimes$                          | Pearson  |                             |
| 2.  |  |  |   |   |                                      |  |                             |
| 3.  |  |  |   |   |                                      |  |                             |
| 4.  |  |  |   |   |                                      |  |                             |
| 5.  |  |  |   |   |                                      |  |                             |
| Required Additiona  | I Supplies a<br>Methods an   | nd Materials (Softw<br>d Weighting   | are, hardwar  | e, tools, specialized cloth   | ning, etc.)                          |  |                             |
| Final exam:   | 35%  | Assignments:   | 15%   | Field experience:   | %                                    | Portfolio:   | %                           |
| Midterm exam:   | 30%  | Project:   | %   | Practicum:  | %                                    | Other:   | %                           |
| Quizzes/tests:  | 10%  | Lab work:  | 10%   | Shop work:  | %                                    | Total:   | 100%                        |
| Details (if necessar  | v):  |  |   |   |                                      |  |                             |
| Typical Course Cor<br>Plane mirro<br>Waves; trav<br>Doppler effe<br>Interference<br>Single slit d                                     | ntent and To<br>r; image form<br>/elling wave (<br>ect; reflection<br>e and diffract<br>iffraction; mu | pics<br>nation<br>equation; sound wave<br>n and transmission; s<br>ion of light waves; Yo<br>ultiple slit patterns; qu         | es<br>uperposition<br>ung's double<br>antum theor                     | and interference; standir<br>s slit experiment<br>/; wave-particle duality                    | ng waves                             |  |                             |

## Memo for New Course

To: Curriculum Committee, Faculty of Applied and Technical Studies

From: Norm Taylor

Date:

Subject: Proposal for new course (ENGR 123, Engineering Design I: Design and Drafting)

1. Rationale for new course:

See Program Changes memo (attached)

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

See Program Changes memo

- Explain how the course learning outcomes align with the learning outcomes of the program(s): See Program Changes memo and Engineering Common Core Final Report (attached)
- 4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No. It will very likely become part of our Engineering degree proposal.

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

Physics

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

N/A

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

See Program Changes memo

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

N/A

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 4
  - b. Class size limit 24
  - c. Frequency of offering once per year (Fall)
  - d. Resources required (labs, equipment) computer lab with CAD software
- 10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

N/A

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

Both textbooks together will cost around \$200.

## CWC comment and response:

• This course appears to have a substantial writing component, but no prerequisites that would ensure students are prepared for this. To match the entrance requirements for the ETP (and prerequisites for CMNS 251), Screening suggests adding "English Studies 12 or equivalent with a C+ or better" as a prerequisite.

Students doing 123 are expected to have the prerequisites for ENGL 105 before entering the program, so just adding the above sentence wouldn't be comprehensive enough. Since they are supposed to be taking ENGL 105 at the same time, would replacing it with ENGL 105 as a pre/coreq work instead?



ORIGINAL COURSE IMPLEMENTATION DATE: REVISED COURSE IMPLEMENTATION DATE: September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

| Course Code and Number: ENGR 123  | N   | lumber of Cre                            | edits: 4 C   | ourse credit policy (105)   |                                  |  |  |
|---|---|--|--|-----------------------------|----------------------------------|--|--|
| Course Full Title: Engineering Design I: Des  | sign and Drafti                                     | ng                                       |  |                             |                                  |  |  |
| Course Short Title: Engineering Design I  | -   | -  |  |                             |                                  |  |  |
| (Transcripts only display 30 characters. Depa   | artments may r                                      | recommend a                              | short title  | if one is needed. If left b | lank, one will be assigned.)     |  |  |
| Faculty: Faculty of Applied and Technical St  | udies D   | )epartment (c                            | r prograr  | n if no department): Ph     | lysics                           |  |  |
| Calendar Description:   |   |  |  |                             |                                  |  |  |
| Introduces students to the engineering design process through individual exercises and a series of mini-projects and labs undertaken i groups. Students will study the engineering design process, relevant technical background (including engineering drawing and CAD tools), project/group dynamics, professional responsibility, and writing and presentation skills over the course of the term. |   |  |  |                             |                                  |  |  |
| Note: Students with credit for ENGR 151 can   | not take this co                                    | ourse for furth                          | er credit.   |                             |                                  |  |  |
| Prerequisites (or NONE):  | None  |  |  |                             |                                  |  |  |
| Corequisites (if applicable, or NONE):  | None  |  |  |                             |                                  |  |  |
| Pre/corequisites (if applicable, or NONE):  | ENGL 105, N   | MATH 111, PH                             | IYS 111, a   | and one of ENGR 153 or      | r COMP 152.                      |  |  |
| Antirequisite Courses (Cannot be taken for  | additional cre                                      | dit.)                                    | Special  | Topics (Double-click or     | n boxes to select.)              |  |  |
| Former course code/number: ENGR 151   |   |  | This course is offered with different topics:  |                             |                                  |  |  |
| Cross-listed with:  |   |  | No Yes (If yes, topic will be recorded when offered.)  |                             |                                  |  |  |
| Dual-listed with:   |   |  | Independent Study  |                             |                                  |  |  |
| Equivalent course(s):   |   |  | If offered as an Independent Study course, this course may   |                             |                                  |  |  |
| (If offered in the previous five years, antireque<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi  | isite course(s)<br>that students<br>s course for fu | will be<br>with credit<br>rther credit.) | be repeated for further credit: (If yes, topic will be recorded.)<br>$\square$ No $\square$ Yes, repeat(s) $\square$ Yes, no limit |                             |                                  |  |  |
|   |   |  | Transfer Credit  |                             |                                  |  |  |
| Typical Structure of Instructional Hours  |   |  | Transfe  | r credit already exists: (S | See <u>bctransferguide.ca</u> .) |  |  |
| Lecture/seminar hours   |   | 45                                       | 🖾 No   | Yes                         |                                  |  |  |
| Tutoviele (verdeele en e  |   |  | Submit outline for (re)articulation:   |                             |                                  |  |  |
|   |   | 20                                       | □ No ☑ Yes (If yes, fill in transfer credit form.)   |                             |                                  |  |  |
| Supervised laboratory nours   | amahin ata)   | 30                                       | Grading System   |                             |                                  |  |  |
| Experiential (field experience, practicum, in   | ternship, etc.)                                     |  | 🛛 Lette  | er Grades 🗌 Credit/No       | o Credit                         |  |  |
|   |   |  | Maximu   | um enrolment (for infor     | mation only): 24                 |  |  |
| Other contact hours:  | Total hours   | 75                                       | Expecte  | ed Frequency of Cours       | e Offerings:                     |  |  |
|   |   |  | Fall Onl   | y (Every semester, Fall     | only, annually, etc.)            |  |  |
| Labs to be scheduled independent of lecture   | hours: 🖄 No   | Yes                                      |  |                             |                                  |  |  |
| Department / Program Head or Director:  |   |  |  | Date approved:              | December 2020                    |  |  |
| Faculty Council approval  |   |  |  | Date approved:              | January 8, 2021                  |  |  |
| Dean/Associate VP:  |   |  |  | Date approved:              | January 8, 2021                  |  |  |
| Campus-Wide Consultation (CWC)  |   |  |  | Date of posting:            | February 19, 2021                |  |  |
| Undergraduate Education Committee (UE   | C) approval   |  |  | Date of meeting:            | February 26, 2021                |  |  |

# AGENDA ITEM # 3.6.

| _earning Outcomes  | 5:  |  | -   |   |  |   | -                          |
|--|---|--|---|---|--|---|----------------------------|
| Jpon successful cor  | npletion of th  | is course, students w  | vill be able to:                                |   |  |   |                            |
| Describe th  | e concept of  | a profession and the   | unique aspe                                     | cts of the engineering pr   | rofession.   |   |                            |
| Describe th  | e different er  | ngineering disciplines   |   | to well defined and well  | constrain  |   | hlama                      |
| <ul> <li>Apply engine</li> <li>Apply scient</li> </ul>   | tific principle   | s to the understanding   | in processes                                    | is of engineering problem   | ms, and to   | the design of poter                       | oterns.<br>ntial solutions |
| <ul> <li>Describe th</li> </ul>  | e use of prot   | otyping in the engine  | ering design                                    | process.  | nio, ana to  | the design of poter                       |                            |
| Describe th  | e contribution  | ns that an engineer c  | an make to s                                    | ociety as well as the imp   | oact (both p   | positive and negative                     | ve) that an                |
| engineering     Participate  | project can   | have on society.   | demonstrati                                     | na initiative professional  | lism and e   | ffective intra-team                       |                            |
| communica  | tion.   |  | domonotidu                                      | ng initiativo, protocolorial  | norri, and e   |   |                            |
| Prepare and  | d deliver effe  | ctive technical poster   | presentation                                    | ns, oral presentations, ar  | nd technica  | al reports.                               |                            |
| <ul> <li>Demonstrat</li> <li>Demonstrat</li> </ul>   | e ability to di   | raw engineering 2D s   | ketching and                                    | Orthographic.   |  |   |                            |
| <ul> <li>Prepare ele</li> </ul>  | ctronic drawi   | ings using CAD tools   |   | perspective sketches.   |  |   |                            |
| <ul> <li>Apply engine</li> </ul>   | eering tools,   | including hand tools   | , prototyping                                   | tools, and software tools   | to create,   | test, and analyze                         | physical                   |
| embodimen  | its of an engi  | neering design.  |   |   |  |   |                            |
| Prior Learning Ass   | essment and   | d Recognition (PLA)  | R)  |   |  |   |                            |
|  | PI AR canno   | ot be awarded for this   | course beca                                     | use content and instruct  | tion are ma  | andated by governi                        | na hody                    |
|  |   |  |   |   |  | and died by gevenn                        | ng body.                   |
| Typical Instruction  | al Methods (  | (Guest lecturers, pres   | sentations, or                                  | nline instruction, field trip   | s, etc.; ma  | y vary at departme                        | nt's discretior            |
| _ecture, tutorial work   | k, group proje  | ects, invited speakers   | s, field trips.                                 |   |  |   |                            |
|  | _   |  |   |   |  |   |                            |
| NOTE: The followin   | ig sections i   | may vary by instruc  | tor. Please s                                   | see course syllabus ava   | ailable fro  | m the instructor.                         |                            |
| [vpical Text(s) and  | Resource M  | laterials (If more spa   | ace is require                                  | d. download Supplemen   | ntal Texts a   | and Resource Mate                         | rials form.)               |
| Author (surnar   | ne. initials)   | Title (article, book   | . iournal. et                                   | c.)   | Current e  | ed. Publisher                             | Year                       |
| 1. Dunwoody, B et  | al.   | Fundamental Com  | petencies for                                   | Engineers   |  | Oxford                                    | 1001                       |
|  |   |  |   | 2.1.9.1.0010  |  | e nord                                    | 2012                       |
| 2 LockhartSDe  | 4 - 1   |  | -   |   |  | _   | /////                      |
|  | t.ai  | Engineering Desig  | n Communica                                     | ation   | $\boxtimes$  | Pearson                                   | 2012                       |
| <b>3.</b>  | t.ai  | Engineering Desig  | n Communica                                     | ation   |  | Pearson                                   | 2012                       |
| 3.<br>4.   |   | Engineering Desig  | n Communica                                     | ation   |  | Pearson                                   | 2012                       |
| 3.<br>4.<br>5.   | t.ai  | Engineering Desig  | n Communica                                     | ation   |  | Pearson                                   | 2012                       |
| 3.<br>4.<br>5.   |   | Engineering Desig  | n Communica                                     |   |  | Pearson                                   | 2012                       |
| 3.<br>4.<br>5.<br>Required Additiona   | I. Supplies a   | Engineering Design   | n Communica                                     | ation<br>e, tools, specialized cloth  | □<br>□<br>□<br>hing, etc.)   | Pearson                                   |                            |
| 3.<br>4.<br>5.<br>Required Additiona   | I. Supplies a   | Engineering Design   | n Communica                                     | ation<br>e, tools, specialized cloth  |  | Pearson                                   |                            |
| 3.<br>4.<br>5.<br>Required Additiona   | Il Supplies a<br>Methods an   | Engineering Design<br>and Materials (Softwood Weighting  | n Communica                                     | ation<br>e, tools, specialized cloth  | \  | Pearson                                   |                            |
| 3.<br>4.<br>5.<br>Required Additiona<br>Fypical Evaluation<br>Final exam:  | t.ai<br>Il Supplies a<br>Methods an<br>35%  | and Materials (Softwork)<br>d Weighting<br>Assignments:  | n Communica<br>are, hardward                    | ation<br>e, tools, specialized cloth<br>Field experience:                             | ∑  | Pearson<br>Portfolio:                     | %                          |
| 3.<br>4.<br>5.<br>Required Additiona<br>Final exam:<br>Midterm exam:   | I Supplies a<br>Methods an<br>35%<br>15%  | and Materials (Softward Weighting<br>Assignments:<br>Project:  | n Communica<br>are, hardward<br>15%<br>25%      | e, tools, specialized cloth<br>Field experience:<br>Practicum:                        |  | Pearson<br>Portfolio:<br>Other:           |                            |
| 3.<br>4.<br>5.<br>Required Additiona<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:   | 1. Supplies a<br>Methods an<br>35%<br>15%<br>10%  | and Materials (Softward Weighting<br>Assignments:<br>Project:<br>Lab work:   | n Communica<br>are, hardward<br>15%<br>25%<br>% | ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work: |  | Pearson<br>Portfolio:<br>Other:<br>Total: | 2012<br>                   |
| 3.<br>4.<br>5.<br>Required Additiona<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if pagepage)  | Methods an<br>35%<br>15%<br>10%   | and Materials (Softward Weighting<br>Assignments:<br>Project:<br>Lab work:   | n Communica<br>are, hardward<br>15%<br>25%<br>% | ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work: |  | Pearson Portfolio: Other: Total:          | 2012<br>                   |
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## Memo for New Course

To: Curriculum Committee, Faculty of Applied and Technical Studies

From: Norm Taylor

Date:

Subject: Proposal for new course (ENGR 124, Engineering Design II: Design and Sustainability)

1. Rationale for new course:

See Program Changes memo (attached)

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

See Program Changes memo

- Explain how the course learning outcomes align with the learning outcomes of the program(s): See Program Changes memo and Engineering Common Core Final Report (attached)
- 4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No. It will very likely become part of our Engineering degree proposal.

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

Physics

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

N/A

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

See Program Changes memo

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

N/A

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 4
  - b. Class size limit 24
  - c. Frequency of offering once per year (Winter)
  - d. Resources required (labs, equipment) computer lab with CAD software
- 10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

N/A

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

No textbooks are required for this course. Open Access materials are being developed through BCCAT.



ORIGINAL COURSE IMPLEMENTATION DATE: REVISED COURSE IMPLEMENTATION DATE: September 2021

**COURSE TO BE REVIEWED** (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

| Course Code and Number: ENGR 124   | ١  | Number of Cre  | edits: 4 Course credit policy (105)                |   |   |  |  |  |
|--|--|--|--|---|---|--|--|--|
| Course Full Title: Engineering Design II: De<br>Course Short Title: Engineering Design II<br>(Transcripts only display 30 characters. Depa   | Course Full Title: Engineering Design II: Design and Sustainability<br>Course Short Title: Engineering Design II<br>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) |  |  |   |   |  |  |  |
| Faculty: Faculty of Applied and Technical St   | udies <b>[</b>   | Department (o  | or program   | n if no department): Ph   | nysics  |  |  |  |
| Calendar Description:  | •  |  |  |   |   |  |  |  |
| Expands on student's understanding of engir<br>students will follow a structured process to de<br>term. Students will complete one major project<br>includes an introduction to the concept of sus | neering design<br>esign a system<br>ct through sev<br>stainability and   | as applied to<br>comprising o<br>eral milestone<br>l its impact on | larger, mo<br>f electrica<br>stages w<br>engineeri | ore self-directed projects<br>I, mechanical, and softw<br>ith associated technical<br>ng design, and an expos | . Working in groups,<br>are sub-systems over the<br>reporting. This course<br>sure to engineering ethics. |  |  |  |
| Prerequisites (or NONE):   | ENGR 123,  | PHYS 111, an   | d one of I   | ENGR 153 or COMP 152  | 2.  |  |  |  |
| Corequisites (if applicable, or NONE):   |  |  |  |   |   |  |  |  |
| Pre/corequisites (if applicable, or NONE):   | MATH 112 a   | and PHYS 112   |  |   |   |  |  |  |
| Antirequisite Courses (Cannot be taken for<br>Former course code/number:<br>Cross-listed with:   | additional cre   | edit.)   | Special<br>This col                                | I <b>Topics</b> (Double-click of<br>urse is offered with differ<br>□ Yes (If yes, topic will                  | n boxes to select.)<br>ent topics:<br>be recorded when offered.)  |  |  |  |
| Dual-listed with:  |  |  | Independent Study                                  |   |   |  |  |  |
| Equivalent course(s):<br>(If offered in the previous five years, antirequincluded in the calendar description as a note<br>for the antirequisite course(s) cannot take this                        | isite course(s)<br>e that students<br>s course for fu  | will be<br>with credit<br>wither credit.)                          | If offere<br>be repe<br>⊠ No<br>Transfe            | d as an Independent Stu<br>ated for further credit: ( <i>h</i><br>Ves, repeat(s                               | udy course, this course may<br>f yes, <i>topic will be recorded.)</i><br>)                                |  |  |  |
| Typical Structure of Instructional Hours   |  |  | Transfe  | r credit already exists: (S   | See <u>bctransferguide.ca</u> .)  |  |  |  |
| Lecture/seminar hours  |  | 45   | 🖾 No   | 🗌 Yes   |   |  |  |  |
| Tutorials/workshops  |  |  | Submit   | outline for (re)articulation  | n:  |  |  |  |
| Supervised laboratory hours  |  | 30   | 🗌 No   | Yes (If yes, fill in trar   | nsfer credit form.)   |  |  |  |
| Experiential (field experience, practicum, int   | ternship, etc.)  |  | Gradin   | g System  |   |  |  |  |
| Supervised online activities   |  |  | 🛛 Lette  | er Grades 🛛 Credit/No   | o Credit  |  |  |  |
| Other contact hours:   |  |  | Maxim  | um enrolment (for infor   | mation only): 24  |  |  |  |
|  | Total hours  | 75   | Expect   | ed Frequency of Cours   | e Offerings:  |  |  |  |
| Labs to be scheduled independent of lecture  | hours: 🛛 No  | > 🗌 Yes  | Winter   | (Every semester, Fall on  | ly, annually, etc.)   |  |  |  |
| Department / Program Head or Director:   |  |  |  | Date approved:  | December 2020   |  |  |  |
| Faculty Council approval   |  |  |  | Date approved:  | January 8, 2021   |  |  |  |
| Dean/Associate VP:   |  |  |  | Date approved:  | January 8, 2021   |  |  |  |
| Campus-Wide Consultation (CWC)   |  |  |  | Date of posting:  | February 19, 2021   |  |  |  |
| Undergraduate Education Committee (UE  | C) approval  |  |  | Date of meeting:  | February 26, 2021   |  |  |  |

| _earning Outcomes:  |  |   |   |  |   |   |                                |
|---|--|---|---|--|---|---|--------------------------------|
| Jpon successful com   | pletion of thi   | is course, students w   | /ill be able to:  |  |   |   |                                |
| <ul> <li>Apply the en</li> <li>Apply mecha<br/>engineering</li> <li>Participate en</li> </ul>   | gineering de<br>inical and el<br>problems, a<br>quitably as a  | esign process to ope<br>lectrical concepts, mo<br>nd to the design of p<br>a member of a team,  | n-ended engi<br>odelling tools<br>otential soluti<br>demonstratii | neering design problems<br>, and software principles<br>ons at the appropriate leng initiative, professional   | s.<br>to the und<br>evel.<br>ism, and e   | derstanding and an  | alysis of                      |
| communicati   | on.  |   |   |  |   |   |                                |
| <ul> <li>Prepare and</li> <li>Describe the</li> </ul>   | deliver effe<br>principles c   | ctive technical poster<br>of sustainability and a   | r presentation<br>apply these pr                                  | is, oral presentations, ar<br>rinciples to engineering o   | id technica<br>design and   | al reports.<br>I decision making.                               |                                |
| <ul> <li>Define the pr</li> <li>Describe the and matter.</li> </ul>   | process by   | which the impact of   | a product ove   | er its lifetime is assessed  | in terms  | inputs and outputs  | of both energy                 |
| <ul> <li>Apply engine<br/>to create, tes</li> </ul>   | ering tools,<br>t, and analy   | including hand tools<br>ze physical embodir   | , prototyping<br>nents of an e                                    | tools, and software tools<br>ngineering design.  |   |   |                                |
| <ul> <li>Demonstrate<br/>professional</li> </ul>  | ethical beh<br>level.  | aviour and describe   | the important   | ce of engineering codes  | of ethics,  | both at the student   | and                            |
| <ul> <li>Reflect on th</li> <li>Describe the engineering  </li> </ul>   | e expectatio<br>contributior<br>project can  | on of life-long learnin<br>ns that an engineer c<br>have on society.  | g and continu<br>an make to s                                     | ing professional develop<br>ociety as well as the imp  | oment.<br>bact (both  | positive and negativ  | /e) that an                    |
| vrior Learning Asses  | ssment and   | d Recognition (PLA  | R)  |  |   |   |                                |
| ] Yes 🛛 🖾 No, F   | LAR canno  | t be awarded for this   | course beca   | use content and instruct   | ion are ma  | andated by governi  | ng body.                       |
| ypical Instructional  | Methods (  | Guest lecturers, pres   | sentations, or  | nline instruction, field trip  | s, etc.; ma   | ay vary at departme   | nt's discretion                |
| ecture and lab.   |  |   |   |  |   |   |                                |
|   | tions .  |   |   |  | -ilabla fra   |   |                                |
| OTE: The following  | Sections I   | hay vary by instruc   | tor. Flease s   | see course synabus ava   |   | in the instructor.  |                                |
| ypical Text(s) and F  | Resource N   | laterials (If more spa  | ace is require  | d, download Supplemen  | tal Texts a   | and Resource Mate   | rials form.)                   |
| Author (surname   | e, initials)   | Title (article bool   | iournal of  | - )  | Current   | ad Publisher  | Voar                           |
|   |  |   | , journal, et   | .,   |   |   | Tear                           |
| 1. Dunwoody, B et.a   | ıl.  | Fundamental Com   | petencies for   | Engineers  |   | Oxford  | real                           |
| <ol> <li>Dunwoody, B et.a</li> <li>Lockhart, S.D. et.</li> </ol>  | ıl.<br>al  | Fundamental Com<br>Engineering Desig  | petencies for<br>n Communica                                      | Engineers<br>ation   |   | Oxford<br>Pearson   | 2012                           |
| <ol> <li>Dunwoody, B et.a</li> <li>Lockhart, S.D. et.</li> </ol>  | ll.<br>al  | Fundamental Com<br>Engineering Desig  | petencies for<br>n Communica                                      | Engineers<br>ation   |   | Oxford<br>Pearson   | 2012                           |
| <ol> <li>Dunwoody, B et.a</li> <li>Lockhart, S.D. et.</li> <li>Required Additional</li> </ol>   | ll.<br>al<br>Supplies a  | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw   | n Communica<br>are, hardward                                      | Engineers<br>ation<br>e, tools, specialized cloth  | ning, etc.)   | Oxford<br>Pearson   | 2012                           |
| Dunwoody, B et.a     Lockhart, S.D. et.     S.     Required Additional     Fypical Evaluation N   | ıl.<br>al<br>Supplies a<br>lethods and   | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting  | n Communica<br>are, hardward                                      | Engineers<br>ation<br>e, tools, specialized cloth  | ning, etc.)   | Oxford<br>Pearson   | 2012                           |
| Dunwoody, B et.a     Lockhart, S.D. et.     Accelent of the second  | I.<br>al<br>Supplies a<br>lethods and<br>35%   | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:  | n Communica<br>are, hardward                                      | Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:   | hing, etc.)   | Oxford<br>Pearson<br>Portfolio:                                 | 2012                           |
| Dunwoody, B et.a     Lockhart, S.D. et.     Accentering Additional     Typical Evaluation N     Final exam:     Midterm exam:   | II.<br>al<br>Supplies a<br>lethods and<br>35%<br>15%   | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:  | n Communica<br>are, hardward<br>15%<br>25%                        | Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:   | ning, etc.)   | Oxford<br>Pearson<br>Portfolio:<br>Other:                       | 2012<br>%                      |
| Dunwoody, B et.a     Lockhart, S.D. et.     Accentified Additional     ypical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:   | II.<br>al<br><b>Supplies a</b><br>lethods and<br><u>35%</u><br><u>15%</u><br>%   | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>ation<br><i>e, tools, specialized cloth</i><br>Field experience:<br>Practicum:<br>Shop work:  | □           □           ning, etc.)           %           %           %           % | Oxford<br>Pearson<br>Portfolio:<br>Other:<br>Total:             | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Action Additional     Sypical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary   | II.<br>al<br>Supplies a<br>lethods and<br>35%<br>15%<br>%<br>):  | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:  | Current (   | Oxford<br>Pearson<br>Portfolio:<br>Other:<br>Total:             | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Additional     ypical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     'ypical Course Cont  | II.<br>al<br>Supplies a<br>lethods and<br>35%<br>15%<br>%<br>):<br>ent and To  | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics  | 15%<br>10%  | Engineers<br>Engineers<br>ation<br><i>e, tools, specialized cloth</i><br>Field experience:<br>Practicum:<br>Shop work:   | ning, etc.)   | Oxford<br>Pearson<br>Portfolio:<br>Other:<br>Total:             | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Additional     Vypical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     Typical Course Conte     This course is only to   | II.<br>al<br>Supplies a<br>lethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught b   | Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Professi  | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:  | ⊠           □           ning, etc.)           %           %           %             | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
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| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Solution of the second sec | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pro-<br>agement  | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Professionession (10:10)   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:  | ning, etc.)   | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
| Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Additional     Typical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     Typical Course is only to     Aodule 1: Engineering         Project Mana         Human Desig         Risk Manage  | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pri-<br>agement<br>gn Factors<br>ment  | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Profession<br>ocess (10:10)  | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:  | ning, etc.)   | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Solution of the second sec | IL.<br>al<br>Supplies a<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pro-<br>agement<br>gn Factors<br>ement<br>Fundaments   | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Profession<br>ocess (10:10)  | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br>e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:  | ning, etc.)   | Oxford<br>Pearson<br>Portfolio:<br>Other:<br>Total:             | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Solution     Solu | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pra-<br>agement<br>gn Factors<br>ment<br>Fundamenta<br>or the Envir  | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Professioness (10:10)<br>als<br>onment (12:12)   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br><i>e, tools, specialized clotf</i><br>Field experience:<br>Practicum:<br>Shop work:<br>r.   | ining, etc.)  | Oxford<br>Pearson<br>Portfolio:<br>Other:<br>Total:             | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Solution of the second s | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pri-<br>agement<br>gn Factors<br>ement<br>Fundament:<br>or the Envir<br>stainability   | Fundamental Com<br>Fundamental Com<br>Engineering Desig<br>nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>pics<br>y a licensed Profession<br>ocess (10:10)<br>als<br>onment (12:12)   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers<br>Engineers<br>ation<br><i>e, tools, specialized clotf</i><br>Field experience:<br>Practicum:<br>Shop work:   | hing, etc.)   | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     S.     Required Additional     Fypical Evaluation N     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     Fypical Course is only to     Module 1: Engineering         Project Mana         Human Desig         Risk Manage         Engineering     Module 2: Designing f         Pillars of Sus         Life Cycle As         Impact of human to human human to human h | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>its<br>ent and To<br>be taught by<br>g Design Pro-<br>gement<br>gement<br>gn Factors<br>ement<br>Fundamenta<br>or the Envir<br>ssessment<br>man activity  | Fundamental Com         Fundamental Com         Engineering Desig         nd Materials (Softw         d Weighting         Assignments:         Project:         Lab work:         pics         y a licensed Profession         ocess (10:10)         als         onment (12:12)         on health safety or   | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers Engine | ning, etc.)   | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
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| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     S.     Required Additional     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     Typical Course Cont     Fins course is only to     Module 1: Engineering         Project Mana         Human Desig         Risk Manage         Engineering     Module 2: Designing f         Pillars of Sus         Life Cycle As         Impact of hur Module 3: Engineering     1. Describe the     2. Apply Ethica   | II.<br>al<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>):<br>ent and To<br>be taught by<br>g Design Pro-<br>agement<br>gn Factors<br>ment<br>Fundament:<br>or the Envir<br>stainability<br>sessment<br>man activity<br>g Ethics (4:C<br>Engineering<br>( Conflict Re | Fundamental Com         Fundamental Com         Engineering Desig         nd Materials (Softw         d Weighting         Assignments:         Project:         Lab work:         pics         y a licensed Profession         ocess (10:10)         als         onment (12:12)         on health, safety, ar         ))         g Code of Ethics         ssolution | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers Engine | ining, etc.)  | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |
| Dunwoody, B et.a     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     Lockhart, S.D. et.     S.     Required Additional     Fypical Evaluation M     Final exam:     Midterm exam:     Quizzes/tests:     Details (if necessary     Fypical Course Cont     fis course is only to     Module 1: Engineering         Project Mana         Human Desig         Risk Manage         Engineering     Module 2: Designing f         Pillars of Sus         Life Cycle As         Impact of hu     Module 3: Engineering     1. Describe the     2. Apply Ethica  | IL.<br>al<br>Supplies a<br>Supplies a<br>Iethods and<br>35%<br>15%<br>%<br>D:<br>ent and To<br>be taught by<br>g Design Prin<br>agement<br>gn Factors<br>ment<br>Fundaments<br>or the Envir<br>sessment<br>man activity<br>g Ethics (4:C<br>Engineering<br>I Conflict Re   | Fundamental Com         Fundamental Com         Engineering Desig         nd Materials (Softw         d Weighting         Assignments:         Project:         Lab work:         pics         y a licensed Profession         oonment (12:12)         oon health, safety, ar         0)         g Code of Ethics         esolution                                 | n Communica<br>are, hardward<br>15%<br>25%<br>10%                 | Engineers Engine | ning, etc.)   | Oxford       Pearson       Portfolio:       Other:       Total: | 2012<br>2012<br>%<br>%<br>100% |

## AGENDA ITEM # 3.6.

#### Memo for New Course

To: Curriculum Committee, Faculty of Applied and Technical Studies

From: Norm Taylor

Date:

Subject: Proposal for new course (ENGR 153, Structured Programming for Engineers)

1. Rationale for new course:

See Program Changes memo (attached). Note that we are asking that this course be equivalent to COMP 152, as the learning outcomes (even though derived from the provincial Common Core document) are very similar. However, this course is designed to have more of an Engineering Applications focus, especially when taken in concert with ENGR 123.

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

See Program Changes memo

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

See Program Changes memo and Engineering Common Core Final Report (attached)

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

No. It will very likely become part of our Engineering degree proposal.

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

**Computer Science and Physics** 

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

N/A

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

See Program Changes memo

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

N/A

- 9. Explain how each of the following will affect the budget for your area or any other area:
  - a. Credit value 4.0
  - b. Class size limit 24
  - c. Frequency of offering once per year (Fall)
  - d. Resources required (labs, equipment) computer lab

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

N/A

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

The required textbook is approximately \$150.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2021 **REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED** (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

## **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

| Course Code and Number: ENGR 153                  | N               | dits: 4 Course credit policy (105) |   |                             |                                  |
|---|-----------------|------------------------------------|---|-----------------------------|----------------------------------|
| Course Full Title: Structured Programming f       | or Engineers    |                                    | <u></u>   |                             |                                  |
| Course Short Title: Programming for Engine        |                 |                                    |   |                             |                                  |
| (Transcripts only display 30 characters, Depa     | artments mav i  | recommend a                        | short title   | if one is needed. If left b | olank. one will be assigned.)    |
| Faculty: Eaculty of Applied and Technical St      |                 | )opartmont (o                      | r progra  | n if no department): D      |                                  |
| Paculty. Faculty of Applied and Technical St      |                 | epartment (0                       | n prograi   |                             | Iysics                           |
| Calendar Description:                             |                 |                                    |   |                             |                                  |
| Students will learn programming design, data      | types, functio  | ons, and data s                    | structures  | , with a focus on enginee   | ering applications.              |
| Note: Studente with gradit for COMP 152 apr       | not toko thia a | ouroo for furth                    | or oradit   |                             |                                  |
| Note: Students with credit for COMP 152 can       | not take this c |                                    | er credit.  |                             |                                  |
|   |                 |                                    |   |                             |                                  |
| Prerequisites (or NONE):                          | B or better ir  | n Pre-Calculus                     | 12.   |                             |                                  |
| Corequisites (if applicable, or NONE):            | None            |                                    |   |                             |                                  |
| Pre/corequisites (if applicable, or NONE):        | None            |                                    |   |                             |                                  |
| Antirequisite Courses (Cannot be taken for        | additional cre  | dit.)                              | Specia  | Topics (Double-click o      | n boxes to select.)              |
| Former course code/number:                        |                 |                                    | This co   | urse is offered with differ | rent topics:                     |
| Cross-listed with:                                |                 |                                    | 🛛 No  | Yes (If yes, topic will     | l be recorded when offered.)     |
| Dual-listed with:                                 |                 |                                    | Independent Study   |                             |                                  |
| Equivalent course(s): COMP 152                    |                 |                                    | If offered as an Independent Study course, this course may<br>be repeated for further credit: (If yes, topic will be recorded.) |                             |                                  |
| (If offered in the previous five years, antirequi | isite course(s) | will be                            |   |                             |                                  |
| for the antirequisite course(s) cannot take this  | s course for fu | rther credit.)                     | ∐ No  | Yes, repeat(s               | ) 📋 Yes, no limit                |
|   |                 |                                    | Transfer Credit   |                             |                                  |
| Typical Structure of Instructional Hours          |                 |                                    | Transfe   | r credit already exists: (  | See <u>bctransferguide.ca</u> .) |
| Lecture/seminar hours                             |                 | 45                                 | 🖾 No  | Yes                         |                                  |
| Tutorials/workshops                               |                 |                                    | Submit outline for (re)articulation:  |                             |                                  |
| Supervised laboratory hours                       |                 | 30                                 | 🗌 No  | Yes (If yes, fill in trai   | nsfer credit form.)              |
| Experiential (field experience, practicum, int    | ernship, etc.)  |                                    | Grading   | g System                    |                                  |
| Supervised online activities                      |                 |                                    | 🛛 Lette   | er Grades 🛛 Credit/No       | o Credit                         |
| Other contact hours:                              |                 |                                    | Maxim   | um enrolment (for info      | rmation only): 24                |
|   | Total hours     | 75                                 | Expect  | ed Frequency of Cours       | se Offerings:                    |
| Labs to be scheduled independent of lecture       | hours: 🖾 No     | ) 🗌 Yes                            | Fall (Ev  | very semester, Fall only,   | annually, etc.)                  |
| Department / Program Head or Director:            |                 |                                    |   | Date approved:              | December 2020                    |
| Faculty Council approval                          |                 |                                    |   | Date approved:              | January 8, 2021                  |
| Dean/Associate VP:                                |                 |                                    |   | Date approved:              | January 8, 2021                  |
| Campus-Wide Consultation (CWC)                    |                 |                                    |   | Date of posting:            | February 19, 2021                |
| Undergraduate Education Committee (UEC) approval  |                 |                                    |   | Date of meeting:            | February 26, 2021                |
| Learning Outcomes  | :   |  |  |   |   |  |  |
|--|---|--|--|---|---|--|--|
| Upon successful com  | pletion of th   | is course, students v  | vill be able to:   |   |   |  |  |
| <ul> <li>Analyze the assignments</li> <li>Design, imp computation</li> </ul>   | behaviour o<br>s, I/O, contro<br>lement, test,<br>simple I/O.   | f simple programs in<br>ol constructs, functior<br>and debug a progra<br>standard conditiona   | ivolving the functions, parameter<br>not that uses end and iterative   | ndamental programming<br>passing, and recursion.<br>each of the following func<br>structures, the definition  | g construct<br>damental p<br>n of functio | s variables, expre<br>programming cons<br>ons, parameter pa  | essions,<br>structs: basic<br>assing, constan  |
| and enumer   | ated types.   |  |  |   |   | no, parameter pe   | , constant   |
| <ul> <li>Modify and e</li> <li>Break problematics</li> </ul>   | expand shor<br>ems up into :  | t programs that use s<br>sub-problems using  | standard cond<br>functions, whe  | ditional and iterative cont<br>en writing programs.   | trol structu                              | res and functions  | 5.   |
| <ul> <li>Describe the</li> <li>Discuss the</li> </ul>  | e concept of  | dynamic data structu   | ures and their   | USES.   | vle standa                                | rds in an enginee  | ring design  |
| context.   | importance  |  |  | ientation and program st  | yie standa                                | rus in an enginee  | aning design   |
| Create read  | able and ma   | intainable software.   |  |   |   |  |  |
| Prior Learning Asse  | essment and   | d Recognition (PLA   | R)   |   |   |  |  |
| ⊠ Yes ∐ No,  | PLAR canno  | ot be awarded for this   | s course beca  | use   |   |  |  |
| Typical Instructiona   | I Methods (   | Guest lecturers, pre   | sentations, or   | line instruction, field trip  | s, etc.; ma                               | y vary at departm  | nent's discretio   |
| Lecture and lab.   |   |  |  |   |   |  |  |
| NOTE: The followin   | a oootiono i  | nov vory by inotrue  | tor Blassa   |   | ailabla fra                               | m the instructor   |  |
| NOTE: The following  | y sections i  | nay vary by instruc  | stor. Flease s   | see course synabus ava  |   |  | -  |
| Typical Text(s) and  | Resource N  | laterials (If more sp  | ace is require   | d, download Supplemen   | tal Texts a                               | nd Resource Ma   | terials form.)   |
| Author (surnam   | e, initials)  | Title (article, boo  | k, journal, etc  | c.)   | Current e                                 | ed. Publisher  | Yea  |
| 1. Savitch, W.   |   | Problem Solving w  | /ith C++   |   |   | Pearson  |  |
| 2.   |   |  |  |   |   |  |  |
| 3.   |   |  |  |   |   |  |  |
|  |   |  |  |   | _   |  |  |
| 4.<br>5.<br>Required Additiona   | Supplies a  | nd Materials (Softw  | vare, hardware   | e, tools, specialized cloth   | ning, etc.)                               |  |  |
| 4.<br>5.<br>Required Additiona   | Supplies a  | nd Materials (Softw  | vare, hardware   | e, tools, specialized clotf   | ning, etc.)                               |  |  |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I   | Supplies a Methods an   | nd Materials (Softw  | vare, hardware   | e, tools, specialized cloth   | ning, etc.)                               |  |  |
| 4.<br>5.<br>Required Additional<br>Typical Evaluation I<br>Final exam:   | Supplies a<br>Methods an<br>40%   | nd Materials (Softw<br>d Weighting<br>Assignments:   | vare, hardware   | e, tools, specialized cloth   |   | Portfolio:   | %  |
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#### **ENGR 153**

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

Page 3 of 3

- Recognize the risks of pointers. ٠
- 6. Code quality
  - Apply consistent documentation and program style standards ٠
  - Describe the importance of consistent documentation and program style standards ٠
  - Create readable and maintainable software using conventions like documentation and program style standards

- These will be implemented through the following topic areas: 1. Basics and definitions; computing as an engineering design problem
  - Data types and representations 2.
  - Operations and library functions 3.
  - 4. Decision making options
  - Looping options 5.
  - Functions and passing variables 6.
  - 7. Arrays
  - Pointers 8.
  - 9. String manipulation
  - 10. Introduction to microprocessors

#### Memo for Program Changes

To: UEC

From: Norm Taylor, Physics Department Head

Date: Jan. 8, 2021

#### Subject: Program change (Engineering Transfer Program)

- 1. Summary of changes (select all the apply):
  - $\boxtimes$  Program revision that requires new resources
  - Addition of new course options or deletion or substitution of a required course
  - ☑ Change to the majority of courses in an approved program
  - Change to the duration, philosophy, or direction of a program
  - □ Addition of a new field of specialization, such as a concentration
  - □ Change in requirements for admission
  - □ Change in requirements for residency or continuance
  - □ Change in admission quotas
  - □ Change which triggers an external review
  - Deletion of a program not included in the Program Discontinuance policy
  - □ Other Please specify:
- 2. Rationale for change(s):

These changes to the Engineering Transfer Program (ETP) are almost entirely the result of an initiative taken through the provincial Engineering Articulation committee to align all courses and learning objectives for the Engineering Transfer program across the entire province, and possibly beyond. These modifications to the program will allow students to take their first year of Engineering at almost every post-secondary institution in BC, and then transfer into the second year at any of the receiving institutions of UBC, UBC(O), U.Vic. and SFU. This "Common Core" is explained in detail in the accompanying document "Engineering Common Core Final Report with amendments Nov 13 2018- v113.pdf". To facilitate this, some courses have been brought "in-house" to give them more of an Engineering focus. (We are not sure if these changes can be considered to be a "Change to the majority of courses in an approved program" as above, but it's close enough.)

The section on UBC's Wood Science option can be deleted, as the first year of the Wood Science program now consists of first-year basic science. See

- https://forestry.ubc.ca/programs/undergraduate/wood-products-processing/program-map/
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

The program outcomes are largely the same – to allow local students easier access to the field of Applied Science and Engineering at other institutions through a curriculum approved by EGBC (Engineers and Geoscientists of BC, the successor organization to APEGBC) and the national agency,

Engineers Canada. In addition, we view this as an important step to the development of our own Engineering program and in getting it accredited by the national Accreditation Board.

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

Learning outcomes are derived from the provincial Common Core document, which does include some scope for indigenous content in the selection of student projects in design as well as in the concepts of sustainable practice.

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

At this point, we do not envision that much in the way of additional resources will be needed, as the number of credits remains approximately the same. However, since the number of bespoke courses has increased, we do anticipate cost increases. Nevertheless, since the program enrolment is currently capped at 24, this will be minimal. Please see the accompanying memo relating to budget from the Interim Dean.

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

Since this is a one year program, existing students will not be impacted. We do expect increased demand as UFV students will now have more options when they transfer, but the cap will remain at 24 for now.

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

Yes, as can be seen in the table below. As presented, the number of credits remains the same. Five courses will be dropped (COMP 152, ENGR 122, ENGR 151, CHEM 114, Elective) for a total of 17 credits, while six courses will be added (CHEM 116, ENGR 115, ENGR 123, ENGR 124, ENGR 153, CMNS 251) for a total of 17 credits, most of which will now be in the discipline.

|              | Old UFV              | Credits | New UFV     | Credits | Semester |
|--------------|----------------------|---------|-------------|---------|----------|
|              | Equivalents          |         | Equivalents |         |          |
| Common Core  |                      |         |             |         |          |
| Requirements |                      |         |             |         |          |
| CHEM I       | Chem 113 +           | 5       | Chem 113    | 5 +     | Fall     |
|              | Chem 114 (in Winter) | 5       | Chem 116    | 1       | Fall     |
| CSCI I       | Comp 152             | 4       | Engr 153    | 4       | Fall     |
| ENGL I       | Engl 105             | 3       | Engl 105    | 3       | Fall     |
| ENGR I       | Engr 122             | 1+      | Engr 123    | 4       | Fall     |
|              | Engr 151             | 4       |             |         |          |
| CALC I       | Math 111             | 4       | Math 111    | 4       | Fall     |
| PHYS I       | Phys 111             | 5       | Phys 111    | 5       | Fall     |
|              |                      |         |             |         |          |
| ENGL II      | Elective             | 3       | Cmns 251    | 3       | Winter   |
| ENGR II      | -                    |         | Engr 124    | 4       | Winter   |
| PHYS III     | Engr 113             | 4       | Engr 113    | 4       | Winter   |

| CALC II | Math 112      | 4 | Math 112      | 4   | Winter |
|---------|---------------|---|---------------|-----|--------|
| LALG I  | Engr/Math 152 | 4 | Engr/Math 152 | 4   | Winter |
| PHYS II | Phys 112      | 5 | Phys 112 +    | 5 + | Winter |
|         |               |   | Engr 115      | 1   | Winter |

|                 | Old: | New: |  |
|-----------------|------|------|--|
| Fall Credits:   | 26   | 26   |  |
| Winter Credits: | 25   | 25   |  |
| Total Credits:  | 51   | 51   |  |

The essential changes are that CHEM 114 will be dropped for the program in favour of a second Engineering Design course (ENGR 124) and also that two 1-credit courses will be added to cover material missing from UFV's mainstream Chemistry and Physics courses. Most of the other changes are alterations to the learning outcomes of existing courses, although in some cases it was thought easier to create a new course and drop old ones (such as ENGR 123 instead of ENGR 122/151).

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

Please see the table below:

| Common Core<br>Requirements:<br>Fall term | Old UFV<br>Equivalents | Lecture & Lab blocks   | New UFV<br>Equivalents | Lecture & Lab<br>blocks                                     | Semester         |
|---|------------------------|--|------------------------|---|------------------|
| CHEM I                                    | Chem 113               | 24/36 of a lecture<br>block (= 0.67), 24/18 =<br>1.33 x ½ = 0.67 lab<br>blocks | Chem 113 +<br>Chem 116 | 0.67 + 0.5 lecture<br>blocks, 1.33 x ½ =<br>0.67 lab blocks | Fall<br>Fall     |
| CSCI I                                    | Comp 152               | 24/35 = 0.686 lec.   | Engr 153               | 1.0 lec.  | Fall             |
| ENGL I                                    | Engl 105               | 24/26 ≈ 1.0 lec.   | Engl 105               | ≈ 1.0 lec.  | Fall             |
| ENGR I                                    | Engr 122<br>Engr 151   | 1.0 lec.<br>1.75 (lecture + lab)   | Engr 123               | 1.75 (lecture +<br>lab)                                     | Fall             |
| CALC I                                    | Math 111               | 0.67 lec. (24/36)  | Math 111               | 0.67 lec.   | Fall             |
| PHYS I                                    | Phys 111               | 0.67 lecture blocks,<br>0.67 lab blocks  | Phys 111               | 0.67 lecture<br>blocks, 0.67 lab<br>blocks                  | Fall             |
| Winter term                               |                        |  |                        |   |                  |
|   | Chem 114               | 0.67 lecture block,<br>0.67 lab blocks   | -                      | -   | -                |
| ENGL II                                   | Elective               | ≈ 1.0 lec.   | Cmns 251               | ≈ 1.0 lec.  | Winter           |
| ENGR II                                   | -                      |  | Engr 124               | 1.75 (lecture +<br>lab)                                     | Winter           |
| PHYS III                                  | Engr 113               | 1.75 (lecture + lab)   | Engr 113               | 1.75 (lecture +<br>lab)                                     | Winter           |
| CALC II                                   | Math 112               | 0.67   | Math 112               | 0.67 lec.   | Winter           |
| LALG I                                    | Engr/Math<br>152       | 0.67   | Engr/Math 152          | 0.67 lec.   | Winter           |
| PHYS II                                   | Phys 112               | 0.67 lecture blocks,<br>0.67 lab blocks  | Phys 112 +<br>Engr 115 | 0.67 + 0.5 lecture<br>blocks, 0.67 lab<br>blocks            | Winter<br>Winter |

Costing (based on 24 student cohort):

| Fall Sections: | 5.7 lectures,  | 5.5 lectures, |  |
|----------------|----------------|---------------|--|
|                | 2.1 labs       | 2.08 labs     |  |
| Winter         | 4.67 lectures, | 5.5 lectures, |  |
| Sections:      | 2.08 labs      | 2.17 labs     |  |
| Total          | 10.37 lectures | 11.0 lectures |  |
| Sections:      | 4.2 labs       | 4.25 labs     |  |

Net change in Engr sections = 1.5 more lecture and 0.75 more lab sections (deleting ENGR 122, 151, adding ENGR 115, 123, 124, 153)

Net change in other sections = 0.86 fewer lecture and 0.67 fewer lab sections (deleting CHEM 114, CPSC 152 and Elective, adding CHEM 116 and CMNS 251)

One of the most interesting (and perhaps controversial) changes is our introduction of one credit courses (CHEM 116, ENGR 115) to cover gaps in existing courses (CHEM 113, PHYS 112 respectively). We have costed these courses as 0.5 of a normal lecture (as they only take place over part of the semester), but we will have to check UFV precedent.

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

Yes. CHEM 114 will be dropped and CHEM 116 will be added. Also, CPSC 152 will be dropped in favour of ENGR 153. These dropped courses are in the mainstream of their respective programs, so budgetary impacts relating to student numbers should minimal. The program also had one elective in the Winter semester – this will be eliminated. Students had many options, but they usually chose an ENGL or CMNS course (usually CMNS 251). As CMNS 251 will now be required, the change will be minimal.

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

# **Engineering Transfer program**

# **Program outline**

The following order of courses is used so all the prerequisites can be met<u>and</u>, the workload is relatively balanced. <u>S</u>, students do not have to choose between UBC and UVic until the second semester, and there is some flexibility to deal with common problems as there is now a Common Core which allows for transfer into any Engineering program in the province. Students in reserved seats will have specific places reserved for them in these courses, creating a workable schedule.

Students intending to do these courses in one year without being admitted to the Engineering Transfer program should also try to follow this schedule, but variations may be necessary.

#### Semester I (common to UBC and UVic)

| Course              | Title  | Credits     |
|---------------------|--|-------------|
| CHEM 113            | Principles of Chemistry I  | 5           |
| COMP<br>152ENGR 153 | Introduction to Structured Programming for<br>Engineers (see Note 2) | 4           |
| ENGL 105            | Academic Writing   | 3           |
| MATH 111            | Calculus I   | 4           |
| PHYS 111            | Mechanics  | 5           |
| ENGR <u>122</u> 123 | Introduction to EngineeringEngineering<br>Design I                   | <u>+4</u>   |
| ENGR 151            | <u>Total credits:</u> Computer-Aided Engineering<br>Graphics         | <u>25</u> 4 |

#### Semester II (for transfer to UBC)

| Course                | Title  | Credits   |
|-----------------------|--|-----------|
| CHEM 11 <u>6</u> 4    | Principles of Chemistry II <u>Chemical</u><br>Thermodynamics | <u>51</u> |
| <u>CMNS 251</u>       | Professional Report Writing                                  | <u>3</u>  |
| MATH 112              | Calculus II  | 4         |
| ENGR 152/<br>MATH 152 | Linear Algebra for Engineering                               | 4         |
| PHYS 112              | Electricity and Magnetism                                    | 5         |
| ENGR 113              | Engineering Physics — Statics and Dynamics                   | 4         |
| <u>ENGR 115</u>       | Engineering Optics   | <u>1</u>  |

| ENGR 124 | Engineering Design II                   | <u>4</u>    |
|----------|---|-------------|
| Plus:    | Total Credits: An elective (See Note 3) | <u>26</u> 3 |

#### Semester II (for transfer to UVic)

| Course                           | Title                                    | <b>Credits</b> |
|----------------------------------|--|----------------|
| CMNS-251                         | Professional Report Writing              | 3              |
| MATH 112                         | Calculus II                              | 4              |
| <del>ENGR 152/</del><br>MATH 152 | Linear Algebra for Engineering           | 4              |
| PHYS 112                         | Electricity and Magnetism                | 5              |
| ENGR 113                         | Engineering Physics Statics and Dynamics | 4              |

Note 1: UBC and UVic may change their program requirements without notice. In the event of a difference between the UFV ETP program and UBC and UVic entrance rules then it is the UBC and UVic rules that always apply. Efforts are made to prevent any such discrepancy.

Note 2: UBC accepts either the pair of COMP 150 and COMP 155 or the single course COMP 152.

Note 3: As a general rule the elective must be taken from the College of Arts. However, scientific geography, and studio/performance courses in the fine arts, music, and theatre will not satisfy this requirement. Introductory language courses in a student's first language, as well as business and kinesiology courses, are also not acceptable.

Note 14: Unless stated, the minimum grade acceptable in all course prerequisites is a C-.

Note 25: Check with UBC and UVic for the minimum GPA and other details.

### **Wood Science option**

At UFV students may complete the first year of the UBC BSc in Wood Products Processing. The requirements of this first year are slightly different from the Engineering Transfer program, and students completing this option may not be eligible for second-year admission to UBC Engineering. However, students completing the first year of the program at UFV can expect direct integration into second-year BSc in Wood Products at UBC, provided they meet the UBC annually established minimum grade point average. Grade point minimums vary according to discipline. Students should consult the UBC calendar for details.

Semester I (Fall)

Course

Title

**Credits** 

| CHEM 113 | Principles of Chemistry I                     | 5              |
|----------|---|----------------|
| ENGL 105 | Academic Writing                              | 3              |
| MATH 111 | Calculus I                                    | 4              |
| PHYS 111 | Mechanics                                     | 5              |
| One of:  |   | <del>3-5</del> |
| COMP 152 | Introduction to Structured Programming        | -              |
| ECON 100 | Principles of Microeconomics                  | -              |
| ECON 101 | Principles of Macroeconomics                  | -              |
| ENGR 113 | Engineering Physics — Statics and<br>Dynamics | -              |
| ENGR 151 | <b>Computer-Aided Engineering Graphics</b>    | -              |
| PHYS 112 | Electricty and Magnetism                      | -              |

#### Semester II (Winter)

| Course    | Title   | <b>Credits</b>   |
|-----------|---|------------------|
| CHEM 114  | Principles of Chemistry II                    | <del>5</del>     |
| MATH 112  | Calculus II                                   | 4                |
| Three of: |   | <del>10-13</del> |
| COMP 152  | Introduction to Structured Programming        | -                |
| ECON 100  | Principles of Microeconomics                  | -                |
| ECON 101  | Principles of Macroeconomics                  | -                |
| ENGR 113  | Engineering Physics — Statics and<br>Dynamics | -                |
| ENGR 151  | Computer-Aided Engineering Graphics           | -                |
| PHYS 112  | Electricty and Magnetism                      | -                |

#### Memo for Course Changes

To: FSCC, SFC, and UEC

From: Ian Affleck, Department Head (Mathematics & Statistics)

Date: June 15 2020

Subject: Proposal for revision of MATH 343 – APPLIED DISCRETE MATHEMATICS

- 1. Summary of changes (select all that apply):
  - Six-year review
  - □ Number and/or course code
  - ☑ Credits and/or total hours
  - 🗌 Title
  - $\boxtimes$  Calendar description
  - □ Prerequisites and/or co-requisites
  - □ Frequency of course offering
  - $\boxtimes$  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 is a routine 6-year review. There are no substantial changes to the course, only some minor corrections and changes to phrasing in the course outline.

- Calendar Description has been shortened as per UFV policy.
- Contact hours have been corrected from 60 to 50, to agree with the stated number of contact hours in other courses with the same meeting schedule: five 80-minute blocks every two weeks.
- Learning Outcomes have been rephrased to provide more specific information about topics covered.
- Typical Instructional Methods and Typical Evaluation Methods and Weighting have been modified to remove unnecessary restrictions.
- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

There are no substantial changes to the learning outcomes.

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

This course is not required in any programs.

- Which program areas have been consulted about the change(s)? n/a
- What consideration has been given to indigenizing the curriculum?
   Indigenization efforts in the department take place primarily at the program and the pedagogy level.
- 7. If this course is not eligible for PLAR, explain why:

n/a

- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value n/a
  - b. Class size limit n/a
  - c. Frequency of offering n/a
  - d. Resources required (labs, equipment) n/a
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

n/a

10. Estimate of the typical costs for this course, including textbooks and other materials: \$100-200



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018 May 1994 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

| Course Code and Number: MATH 343 Number of Cred   |   |                        |  | edits: 3 Course credit policy (105) |                                 |  |
|---|---|------------------------|--|-------------------------------------|---------------------------------|--|
| Course Full Title: Applied Discrete Mathematics   |   |                        |  |                                     |                                 |  |
| Course Short Title:   |   |                        |  |                                     |                                 |  |
| (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)  |   |                        |  |                                     |                                 |  |
| Faculty: Faculty of Science   | C   | or progra              | n if no department): Ma  | thematics & Statistics              |                                 |  |
| Calendar Description:   |   |                        |  |                                     |                                 |  |
| Algorithms are studied with an emphasis on discrete math, rather than programming. In particular, this course will cover some standard algorithms in combinatorics, running time analysis, correctness of algorithms, and techniques for selecting an appropriate algorithm to solve a problem. |   |                        |  |                                     |                                 |  |
| Prerequisites (or NONE):  | One of MAT  | H 225, MATH            | 221, or C  | OMP 251.                            |                                 |  |
| Corequisites (if applicable, or NONE):  |   |                        |  |                                     |                                 |  |
| Pre/corequisites (if applicable, or NONE):  |   |                        |  |                                     |                                 |  |
| Antirequisite Courses (Cannot be taken for  | additional cre                                      | dit.)                  | Specia   | Topics (Double-click or             | boxes to select.)               |  |
| Former course code/number:  |   | ,                      | This co  | urse is offered with differe        | ent topics:                     |  |
| Cross-listed with:  |   |                        | 🖾 No   | ☐ Yes (If yes, topic will           | be recorded when offered.)      |  |
| Dual-listed with:   |   |                        | Indepe   | ndent Study                         |                                 |  |
| Equivalent course(s):   |   |                        | If offere  | d as an Independent Stu             | dy course, this course may      |  |
| (If offered in the previous five years, antirequ<br>included in the calendar description as a note<br>for the antirequisite course(s) cannot take thi   | isite course(s)<br>that students<br>s course for fu | will be<br>with credit | be repeated for further credit: (If yes, topic will be recorded.)<br>$\square$ No $\square$ Yes, repeat(s) $\square$ Yes, no limit |                                     |                                 |  |
|   |   |                        | Transfe  | er Credit                           |                                 |  |
| Typical Structure of Instructional Hours  |   |                        | Transfe  | r credit already exists: (S         | ee <u>bctransferguide.ca</u> .) |  |
| Lecture/seminar hours   |   | 50                     | 🖾 No   | Yes                                 |                                 |  |
| Tutorials/workshops   |   |                        | Submit   | outline for (re)articulation        | :                               |  |
| Supervised laboratory hours   |   |                        | No [] Yes (If yes, fill in transfer credit form.)  |                                     |                                 |  |
| Experiential (field experience, practicum, in   | ternship, etc.)                                     |                        | Grading System   |                                     |                                 |  |
| Supervised online activities  |   |                        | 🛛 Lette  | er Grades 🛛 Credit/No               | Credit                          |  |
| Other contact hours:  |   |                        | Maxim  | um enrolment (for infor             | mation only): 36                |  |
|   | Total hours   | 50                     | Expect   | ed Frequency of Course              | e Offerings:                    |  |
| Labs to be scheduled independent of lecture   | hours: 🛛 No   | ) 🗌 Yes                | Every second year (Every semester, Fall only, annually, etc.)  |                                     |                                 |  |
| Department / Program Head or Director: la   | an Affleck  |                        |  | Date approved:                      | June 15 2020                    |  |
| Faculty Council approval  |   |                        |  | Date approved:                      | September 11, 2020              |  |
| Dean/Associate VP:  |   |                        |  | Date approved:                      | September 11, 2020              |  |
| Campus-Wide Consultation (CWC)  |   |                        |  | Date of posting:                    | February 5, 2021                |  |
| Undergraduate Education Committee (UE   | Date of meeting:                                    | February 26, 2021      |  |                                     |                                 |  |

| Learning Outcomes   | :  |   |  |  |   |   |   |
|---|--|---|--|--|---|---|---|
| Upon successful com   | pletion of th  | is course, students w   | ill be able to:  |  |   |   |   |
| <ol> <li>Implement a</li> <li>Use algorith<br/>via various a</li> <li>Decide whe</li> <li>Identify and</li> <li>Identify grap</li> <li>Use approp</li> <li>Analyze the</li> <li>Model a pro</li> <li>Prove the co</li> </ol>  | algorithms by<br>ms to solve<br>appropriate a<br>n to use a hi<br>create comb<br>sh theoretica<br>riate data str<br>average cas<br>blem and us<br>prirectness o  | y hand on small exam<br>standard combinatori<br>approaches.<br>euristic approach to p<br>joinatorial objects sucl<br>al structures such as p<br>ructures (such as arra<br>se and worst case co<br>ie an appropriate algo<br>f an algorithm.   | nples.<br>ial problems<br>or oduce appro-<br>h as permuta<br>paths, cycles<br>ays and binar<br>mplexity of a<br>prithm to solv           | (searching, sorting, strin<br>oximate answers.<br>tions and partitions.<br>and trees.<br>y trees) when implemer<br>n algorithm.<br>e the problem.  | ng matchin  | g, bin packing, verte<br>thms.  | x colouring)                            |
| Prior Learning Asse   | essment and  | d Recognition (PLA  | R)   |  |   |   |   |
| Yes 🗌 No,   | PLAR canno   | ot be awarded for this  | ,<br>course beca   | use  |   |   |   |
| Typical Instructiona<br>The course will be p<br>NOTE: The followin  | nl Methods (<br>rimarily lectu<br>g sections (   | (Guest lecturers, pres<br>ire-based<br>may vary by instruct   | sentations, or<br>tor. Please s  | nline instruction, field trip<br>see course syllabus av  | os, etc.; ma<br>railable fro                                | ay vary at departmer  | nt's discretion                         |
| Typical Text(s) and   | Pasourca   | latorials (If more so   |  | d download Sunnleme  | ntal Taxta  | and Pasourca Mater  | ials form )                             |
| The textbook is chose   | en by a den  | artmental curriculum  | committee F  | Recommended texts are  | nai rexis i   | and nesource widter   | uis 10/111.)                            |
| Author (surnam  | ne initials)   | Title (article book   | iournal et   |  | Current   | ed Publisher  | Year                                    |
| 1 .I Kleinberg E ]  | Fardos   | Algorithm Design  | , journui, et  | .,   |   |   | 2005                                    |
| 2 A Levitin   | aldoo  | The Design and Ar   | alvsis of Ala  | orithms  |   |   | 2011                                    |
| 3   |  | The Design and A  | aly sis of 7 lig   |  |   |   | 2011                                    |
| J.  |  |   |  |  |   |   |   |
| 4   |  |   |  |  |   |   |   |
| 4.<br>5.  |  |   |  |  |   |   |   |
| 4.<br>5.<br>Required Additiona  | I Supplies a   | Ind Materials (Softwa   | are, hardwar   | e, tools, specialized clot   | hing, etc.)   |   |   |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I  | l Supplies a   | nd Materials (Softwa  | are, hardward  | ə, tools, specialized clot   | hing, etc.)   |   |   |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I  | I Supplies a<br>Methods an   | nd Materials (Softwa<br>d Weighting   | are, hardward  | e, tools, specialized clot   | hing, etc.)   | Portfolio:  | ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:  | I Supplies a<br>Methods an<br>40%  | d Weighting Assignments: Project:   | are, hardward<br>15%   | e, tools, specialized clot<br>Field experience:  | hing, etc.)   | Portfolio:  | <u>%</u>                                |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:  | I Supplies a<br>Methods an<br>40%<br>%   | d Weighting Assignments: Project:   | are, hardward  | e, tools, specialized clot<br>Field experience:<br>Practicum:  | hing, etc.)   | Portfolio:<br>Other:  | %<br>100%                               |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessar  | I Supplies a<br>Methods an<br>40%<br>%<br>45%  | d Weighting<br>Assignments:<br>Project:<br>Lab work:  | are, hardward<br>15%<br>%  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:  | hing, etc.)   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessar<br>A student must obtain   | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40  | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>% on the final exam i   | are, hardward<br>15%<br>%<br>%<br>n order to pa  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.   |   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con  | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>tent and To   | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>% on the final exam i   | are, hardward<br>15%<br>%<br>%<br>n order to pa  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.   | hing, etc.)           %           %           %           % | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessar)<br>A student must obtain<br>Typical Course Con<br>1. Concepts of  | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>ttent and To<br>c combinator  | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>% on the final exam i<br>ppics<br>ics and graph theory:   | are, hardward<br>15%<br>%<br>n order to pa<br>combination  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.   | hing, etc.) % % % %   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting con  | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>tent and Tc<br>i combinator<br>epresentatio<br>presentatio  | d Weighting Assignments: Project: Lab work: % on the final exam i ppics ics and graph theory: n of combinatorial obj g matching and min/g   | are, hardware  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio  | hing, etc.)   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim   | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>nettent and Tc<br>c combinator<br>expresentatio<br>rcching, strin,<br>te analysis o   | and Materials (Softward         d Weighting         Assignments:         Project:         Lab work:         % on the final exam in the second  | are, hardward<br>15%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm  | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio  | hing, etc.)   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim<br>5. Running tim   | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>ttent and Tc<br>combinator<br>epresentatio<br>irching, strin-<br>e analysis o<br>e complexiti   | d Weighting Assignments: Project: Lab work: % on the final exam i ppics ics and graph theory: n of combinatorial obj g matching and min/n f algorithms: worst-ca ( classes: Polynomial  | are, hardward<br>15%<br>%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm<br>ase and avera<br>(P). Non-De                 | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio<br>sage-case analysis, asym<br>terministic Polynomial (      | ns, trees, p  | Portfolio:<br>Other:<br>Total:<br>Daths and cycles<br>ers of growth<br>omplete (NP-c) and | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim<br>5. Running tim<br>6. Heuristics a                                      | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>retent and Tc<br>f combinator<br>epresentatio<br>irching, strin-<br>e analysis o<br>e complexity<br>nd approxim   | and Materials (Softwaterials)         d Weighting         Assignments:         Project:         Lab work:         % on the final exam in the second s | are, hardward<br>15%<br>%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm<br>ase and avera<br>(P), Non-De                 | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio<br>age-case analysis, asym<br>terministic Polynomial (       | ns, trees, p  | Portfolio:<br>Other:<br>Total:<br>Daths and cycles<br>ers of growth<br>omplete (NP-c) and | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim<br>5. Running tim<br>6. Heuristics a<br>7. Bin packing                    | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>tent and Tc<br>combinator<br>epresentatio<br>rching, strin-<br>te analysis o<br>te complexity<br>nd approxim  | and Materials (Softward         d Weighting         Assignments:         Project:         Lab work:         % on the final exam i         opics         ics and graph theory:         n of combinatorial obj         g matching and min/m         f algorithms: worst-ca         / classes: Polynomial         values: Polynomial <td>are, hardward<br/>15%<br/>%<br/>%<br/>n order to pa<br/>combination<br/>jects<br/>nax algorithm<br/>ase and avera<br/>(P), Non-De</td> <td>e, tools, specialized clot<br/>Field experience:<br/>Practicum:<br/>Shop work:<br/>ss this course.<br/>s, permutations, partitio<br/>age-case analysis, asyn<br/>terministic Polynomial (i</td> <td>ns, trees, p</td> <td>Portfolio:<br/>Other:<br/>Total:<br/>Daths and cycles<br/>ers of growth<br/>omplete (NP-c) and</td> <td>%<br/>%<br/>100%</td>  | are, hardward<br>15%<br>%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm<br>ase and avera<br>(P), Non-De                 | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio<br>age-case analysis, asyn<br>terministic Polynomial (i      | ns, trees, p  | Portfolio:<br>Other:<br>Total:<br>Daths and cycles<br>ers of growth<br>omplete (NP-c) and | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim<br>5. Running tim<br>6. Heuristics a<br>7. Bin packing<br>8. Greedy alore | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>itent and Tc<br>is combinator<br>epresentatio<br>rching, strin-<br>ie analysis o<br>ie complexity<br>nd approxim<br>, vertex cove<br>prithms              | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>% on the final exam i<br>ppics<br>ics and graph theory:<br>n of combinatorial obj<br>g matching and min/n<br>f algorithms: worst-ca<br>/ classes: Polynomial<br>pation algorithms<br>er and graph colouring   | are, hardware<br>15%<br>%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm<br>ase and avera<br>(P), Non-De<br>g algorithms | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio<br>age-case analysis, asyn<br>terministic Polynomial (       | ns, trees, p  | Portfolio:<br>Other:<br>Total:<br>Daths and cycles<br>ers of growth<br>omplete (NP-c) and | %<br>%<br>100%                          |
| 4.<br>5.<br>Required Additiona<br>Typical Evaluation I<br>Final exam:<br>Midterm exam:<br>Quizzes/tests:<br>Details (if necessary<br>A student must obtain<br>Typical Course Con<br>1. Concepts of<br>2. Computer re<br>3. Sorting, sea<br>4. Running tim<br>5. Running tim<br>6. Heuristics a<br>7. Bin packing<br>8. Greedy algo  | I Supplies a<br>Methods an<br>40%<br>%<br>45%<br>y):<br>n at least 40<br>tent and Tc<br>i combinator<br>epresentatio<br>rching, strin-<br>e analysis o<br>re complexity<br>nd approxim<br>, vertex cove<br>orithms<br>d algorithms | d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>% on the final exam i<br>ppics<br>ics and graph theory:<br>n of combinatorial obj<br>g matching and min/n<br>f algorithms: worst-ca<br>/ classes: Polynomial<br>nation algorithms<br>er and graph colouring   | are, hardward<br>15%<br>%<br>%<br>n order to pa<br>combination<br>jects<br>nax algorithm<br>ase and avera<br>(P), Non-De<br>g algorithms | e, tools, specialized clot<br>Field experience:<br>Practicum:<br>Shop work:<br>ss this course.<br>s, permutations, partitio<br>as<br>age-case analysis, asyn<br>terministic Polynomial ( | hing, etc.)   | Portfolio:<br>Other:<br>Total:  | %<br>%<br>100%                          |

#### Memo for Course Changes

To: FSCC, SFC, and UEC

From: Ian Affleck, Department Head (Mathematics & Statistics)

Date: January 15, 2021

#### Subject: Proposal for revision of STAT 106

#### 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:

Students who have completed MATH 125 are academically prepared for STAT 106. The reason that MATH 125 has not been included in the prerequisites previously is that students who were qualified for MATH 125 were normally also qualified for STAT 106.

However, it has come to our attention that some international students come to UFV with transfer credit for MATH 125, but without Math 12 - and thus have limited access to programs and courses. Adding MATH 125 as a pre-requisite for STAT 106 will allow these students to enrol in STAT 106 sooner and without waivers. Please see item 4 for more detail.

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

Not applicable; no change.

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

STAT 106 is required in the BBA and the BCIS, each of which has historically had high numbers of graduate students. This change will make STAT 106 immediately accessible to international students transferring MATH 125 credit, even if they don't have credit for MATH 12.

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

CIS is also looking at including MATH 125 as an option to fulfil their Math entrance requirement.

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

This is a small change, but will increase ease of access to STAT 106 for all students who lack the current pre-requisites.

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

Not applicable; no change

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:

Not applicable; no change

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

Not applicable; no change

**10.** Estimate of the typical costs for this course, including textbooks and other materials: No change; about \$200



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

September 1990 September 2021 October 2026

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

| Course Full Title: Statistics 1         Course Short Title(if title exceeds 30 characters):         Faculty: Faculty of Science       Department (or program if no department): Mathematics and Statistics         Calendar Description:       An introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of avanances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required.         Note: As a general rule, students with Mathematics 11 are prepared to take STAT 104, those with Mathematics 12 are prepared to take STAT 270, MATH 270. Before registering, students should check the requirements of their program. The UFV Mathematics major program requires STAT 270, While the Mathematics minor program requirees STAT 106 or STAT 106 to count as credit towards meeting program requirements.         Prerequisites (or NONE):       One of the following: (C or better in one of Pre-calculus 11, Statistics 12, Calculus 12, Applications of Mathematics 12, Principles of Mathematics 12, Or MATH 128, or MATH 140, MATH 140, Or C or better in both MATH 99, and MATH 995) or (B or better in Foundations of Mathematics 12) or MATH 125 or (MATH 140, MATH 140, Or C or better in both MATH 99, and MATH 995) or (B or better in Foundations of Mathematics 12) or MATH 125 or (MATH 140, MATH 140, MATH 140, Or C or better in both MATH 99, and MATH 995) or (B or better in Foundations of Mathematics 12) or MATH 125 or (MATH 140, MATH 140, Or C or better in both MATH 99, and MATH 995) or (B or better in Foundations of Mathematics 12) or MATH 125 or (MATH 140, Or C or better in Foundations of Mathematics 12) or MATH 125 or (MAT  | Course Code and Number: STAT 106 Num   |  |   | Number of Credits: 4 <u>Course credit policy (105)</u>   |  |  |   |
|--|--|--|---|--|--|--|---|
| Course Short Titleif title acceds 30 characters):         Department (or program if no department): Mathematics and Statistics           Faculty: Faculty of Science         Department (or program if no department): Mathematics and Statistics           Calendar Description:         An introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required.           Note: As a general rule, students with Mathematics 11 are prepared to take STAT 104, those with Mathematics major program requires STAT 270, while the Mathematics minor program requires STAT 106 or STAT 1270.           Note: Some degree and diploma credentials may allow only one of STAT 104 or STAT 106 to count as credit towards meeting program requirees for NONE):         One of the following: (C or better in ore of Pre-calculus 11, Statistics 12, Calculus 12, Applications of Mathematics 12, Principles of Mathematics 12, Pre-calculus 12, MATH 400, MATH   | Course Full Title: Statistics I  | Course Full Title: Statistics I  |   |  |  |  |   |
| Faculty: Faculty of Science       Department (or program if no department): Mathematics and Statistics         Calendr Description:       An introduction to description:         An introduction to description:       An introduction to description:         An introduction to description:       An introduction to description:         An introduction to description:       Statistics:         An introduction to description:       An introduction to description:         Not:: As a general rule, students with Mathematics 11 are prepared to take STAT 270/MATH 270. Before registering, students should check the requirements of their program. The UPY Mathematics major program rulewises STAT 270, while the Mathematics mice program requires STAT 106, and those with a full year of calculus are prepared to take STAT 104 or STAT 106 to count as credit towards meeting program requires STAT 170.         Note: Some degree and diploma credentials may allow only on of STAT 104 or STAT 106 to count as credit towards meeting program requires STAT 270.         Note: Some degree and diploma credentials may allow only on of STAT 104 or STAT 106 to count as credit towards meeting program requires STAT 270.         Note: Some degree and diploma credentials may allow only one of STAT 104 or STAT 106 to count as credit towards meeting program requires STAT 270.         Perequisites (or NONE):       One of the following: (C or better in neo of Pre-calculus 12, MATH 022, MATH 025, or MATH 124, or MATH 126 (na STAT 106 to cours (S acre of 17/25 or better on Part 5 or  | Course Short Title(if title exceeds 30 characters):  |  |   |  |  |  |   |
| Calendar Description:         An introduction to descriptive statistics, sampling, probability, estimation, hypothesisting, correlation, regression, and analysis of variances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required.         Note: As general rule, students with Mathematics 11 are prepared to take STAT 106, and those with a full year of calculus are prepared to take STAT 270. And the matter statistics should check the requirements of their program. The UFV Mathematics major program requires STAT 270, while the Mathematics minor program requires STAT 106 or STAT 270.         Note: Some degree and diploms credentials may allow only one of STAT 104 or STAT 104 to count as credit towards meeting program requirements.         Prerequisites (or NONE):       One of the following: (C or better in or MATH 140) or (C or Deter in hot MATH 040)  | Faculty: Faculty of Science Department   |  |   |  | nt (or program if no department): Mathematics and Statistics   |  |   |
| An introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required.         Note: As a general rule, students with Mathematics 11 are prepared to take STAT 106, and these with a full year of calculus are prepared to take STAT 107.       Sector registering, students should check the requirements of their program. The UFV Mathematics major program requires STAT 270, while the Mathematics 12, are prepared to take STAT 106 or STAT 100 or STAT  | Calendar Description:  |  |   |  |  |  |   |
| Note: As a general rule, students with Mathematics 11 are prepared to take STAT 104, those with Mathematics 12 are prepared to take STAT 2070. Mathematics 12 are prepared to take STAT 2070. And those with a fully sear of calculus are prepared to take STAT 2070. The UFV Mathematics major program requires STAT 2070. While the Mathematics should check the requirements.         Prerequirements of their program. The UFV Mathematics major program requirees STAT 2070. While the Mathematics should check the requirements.         Prerequirements.         Prerequirements.         One of the following: (C or better in one of Pre-calculus 11, Statistics 12, Calculus 12, Applications of Mathematics 12, Pre-calculus 12, MATH 090; MATH 1095) or (B or better in Foundations of Mathematics 12, Or MATH 127 or (a score of 117/25 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Parts A and B combined).         Corequisites (if applicable, or NONE):       NONE         Equivalent course(s):       NONE         Equivalent course(s):       NONE         Equivalent course(s):       NONE         Note: Equivalent course(s): should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take the students with credit for the equivalent course(s) cannot take the students with credit for the equivalent course(s) cannot take this course to further credit.         Total Hours: 60       Transfer Credit already exists: [Yes, INI         Total Hours: 60       Yes [No [Yes, fill in transfer credit form] <t< td=""><td colspan="6">An introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required.</td><td>gression, and analysis of expected, but no calculus is</td></t<>                                    | An introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances, including multiple linear regression and one-way ANOVA. Facility with Grade 12 level algebra is expected, but no calculus is required. |  |   |  |  |  | gression, and analysis of expected, but no calculus is  |
| Note: Some degree and diploma credentials may allow only one of STAT 104 or STAT 106 to count as credit towards meeting program requirements.         Prerequisites (or NONE):       One of the following: (C or better in one of Pre-calculus 11, Statistics 12, Calculus 12, Applications of Mathematics 12, Principles of Mathematics 12, Pre-calculus 12, MATH 092, MATH 1090, or (G or better in both MATH 092, MATH 1090, or (G or better in both MATH 1092, MATH 1097, or (A or both MATH 124, or MATH 124, or MATH 125 or (a score of 17/25 or better on Parts A and B combined).         Corequisites (if applicable, or NONE):       NONE         Equivalent Courses (cannot be taken for additional credit)       Former course code/number: MATH 106         Cross-listed with:       Equivalent course(s):         Equivalent course(s):       NONE         Requivalent course(s):       NONE         Require and students with credit for the equivalent course(s) cannot take       Transfer credit         No (if yes, fill in transfer credit form)       Yes □ No         reguire hours       200         Field experience hours       200  | Note: As a general rule, students with Mathe<br>STAT 106, and those with a full year of calcu-<br>the requirements of their program. The UFV<br>requires STAT 106 or STAT 270.   | ematics 11 a<br>ulus are prep<br>Mathematic                                    | re prepare<br>bared to ta<br>s major pr   | d to ta<br>ke ST<br>ogram                                | ake STAT<br>AT 270/M<br>n requires   | 104, those with Mathema<br>ATH 270. Before registe<br>STAT 270, while the Mat  | atics 12 are prepared to take<br>ring, students should check<br>hematics minor program  |
| Prerequisites (or NONE):       One of the following: (C or better in one of Pre-calculus 11, Statistics 12, Calculus 12, Applications of Mathematics 12, Principles of Mathematics 12, Pre-calculus 12, MATH 096, MATH 096, MATH 095, MATH 096, MATH 104, MATH 104, or (C or better in hATH 090 r (C or better in hATH 095) or (B or better in Foundations of Mathematics 12) or MATH 1126 or (a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the the score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the MSAT together with a score of 34/50 or better on Part B of the fallowing.         Corequisites (if applicable, or NONE):       NONE       Transfer credit       Transfer credit       Transfer credit       Transfer credit already exists: ⊠ Yes □ No       No         Corest-listed that students with credit for the equivalent course(s) annot take this courus  | Note: Some degree and diploma credentials requirements.  | may allow o  | only one of   | STAT   | 104 or S   | TAT 106 to count as cree   | dit towards meeting program   |
| Corequisites (if applicable, or NONE):       NONE         Equivalent Courses (cannot be taken for additional credit)       Transfer Credit         Former course code/number: MATH 106       Transfer Credit       Transfer credit already exists: [\rightarrow Yes] \no         Cross-listed with:       Transfer credit already exists: [\rightarrow Yes] \no       Transfer credit already exists: [\rightarrow Yes] \no         Note: Equivalent course(s):       Note the equivalent course(s) cannot take tast students with credit for the equivalent course(s) cannot take       Transfer credit requested (OReg to submit to BCCAT):         Yes [] No (if yes, fill in transfer credit form)       Resubmit revised outline for articulation: [\rightarrow Yes] \no         Total Hours: 60       Special Topics         Typical structure of instructional hours:       40         Seminars/tutorials/workshops       [         Laboratory hours       20         Field experience hours       [         Experiential (practicum, internship, etc.)       [         Online learning activities       [         Other contact hours:       [         Total 60       [         Department / Program Head or Director: Ian Affleck       Date approved: January 2021         Dean/Associate VP: Lucy Lee       Date approved: January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting: February 19, 2021 <td>Prerequisites (or NONE):</td> <td>One of the<br/>Application<br/>092, MATI<br/>and MATH<br/>score of 1<br/>Parts A an</td> <td>e following<br/>ns of Math<br/>H 096, MA<br/>I 095) or (l<br/>7/25 or be<br/>id B comb</td> <td>(C or<br/>ematic<br/>TH 11<br/>B or be<br/>tter on<br/>ined).</td> <td>better in c<br/>cs 12, Prin<br/>0, MATH<br/>etter in Fou<br/>Part B of</td> <td>ne of Pre-calculus 11, S<br/>ciples of Mathematics 12<br/>124, or MATH 140) or (C<br/>undations of Mathematic<br/>the MSAT together with</td> <td>tatistics 12, Calculus 12,<br/>2, Pre-calculus 12, MATH<br/>c or better in both MATH 094<br/>is 12) or MATH 125 or (a<br/>a score of 34/50 or better on</td> | Prerequisites (or NONE):   | One of the<br>Application<br>092, MATI<br>and MATH<br>score of 1<br>Parts A an | e following<br>ns of Math<br>H 096, MA<br>I 095) or (l<br>7/25 or be<br>id B comb | (C or<br>ematic<br>TH 11<br>B or be<br>tter on<br>ined). | better in c<br>cs 12, Prin<br>0, MATH<br>etter in Fou<br>Part B of   | ne of Pre-calculus 11, S<br>ciples of Mathematics 12<br>124, or MATH 140) or (C<br>undations of Mathematic<br>the MSAT together with | tatistics 12, Calculus 12,<br>2, Pre-calculus 12, MATH<br>c or better in both MATH 094<br>is 12) or MATH 125 or (a<br>a score of 34/50 or better on |
| Equivalent Courses (cannot be taken for additional credit)       Transfer Credit         Former course code/number: MATH 106       Transfer credit already exists: S \s s \s No         Cross-listed with:       Transfer credit requested (OReg to submit to BCCAT):         Equivalent course(s):       Yes \s No (if yes, fill in transfer credit form)         Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take       Resubmit revised outline for articulation: S Yes \s No         Total Hours: 60       Special Structure of instructional hours:       Yes S No         Lecture hours       40       Yes, or epeat(s) Yes, no limit         Seminars/tutorials/workshops       1       Yes, repeat(s) Yes, no limit         Laboratory hours       20       Field experience hours       1         Chile learning activities       1       No       Yes, repeat(s) Yes, no limit         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting:       February 19, 2021         Orange-Wide Consultation (CWCC)       Date of posting:       February 26, 2021   | Corequisites (if applicable, or NONE):   | NONE   |   |  |  |  |   |
| Former course code/number: MATH 106       Transfer credit already exists: ⊠ Yes □ No         Cross-listed with:       Transfer credit already exists: ⊠ Yes □ No         Equivalent course(s):       Transfer credit already exists: ⊠ Yes □ No         Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take       Transfer credit requested (OReg to submit to BCCAT):         Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take       Resubmit revised outline for articulation: ⊠ Yes □ No         Total Hours: 60       Will the course be offered with different topics?       No         Seminars/tutorials/workshops       1       Yes, repeat(s) Yes, no limit         Laboratory hours       20       No       Yes, repeat(s) Yes, no limit         Note: The specific topic will be recorded when offered.       Maximum enrolment(for information only): 36         Online learning activities       1       Note: The specific topic will be recorded when offered.         Moter: The specific topic will be recorded when offered.       Maximum enrolment(for information only): 36         Experient / Program Head or Director: Ian Affleck       Date approved:       January 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee  | Equivalent Courses (cannot be taken for add  | ditional credi   | it)   |  | Transfe  | r Credit   |   |
| Cross-listed with:       Transfer credit requested (OReg to submit to BCCAT):         Equivalent course(s):       Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.       Yes □ No (if yes, fill in transfer credit form)         Total Hours: 60       Special Topics       Will the course be offered with different topics?         Lecture hours       40       Seminars/tutorials/workshops       Will the course be offered with different topics?         Laboratory hours       20       Yes, repeat(s) Yes, no limit         Field experience hours       20         Field experience hours       20         Online learning activities       Maximum enrolment(for information only): 36         Other contact hours:       Experient a form         Total door       Several approved:       January 2021         Department / Program Head or Director: lan Affleck       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting:       February 22, 2021         Deany/Associate VP: Lucy Lee       Date of posting:       February 26, 2021         Undergraduate Education Committee (UEC) approval       Date of posting:       February 26, 2021   | Former course code/number: MATH 106  |  |   |  | Transfer   | credit already exists:   | Yes 🗌 No  |
| Equivalent course(s):       Initial of course (s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.       Yes □ No (if yes, fill in transfer credit form)         Total Hours: 60       Special Topics         Typical structure of instructional hours:       40         Lecture hours       40         Seminars/tutorials/workshops       1         Laboratory hours       20         Field experience hours       20         Field experience hours:       20         Online learning activities       1         Other contact hours:       60         Total dours:       0         Department / Program Head or Director: Ian Affleck       Date approved:       January 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021  | Cross-listed with:   |  |   |  | Transfer   | credit requested (ORea   | to submit to $BCCAT$ ):   |
| Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take       Resubmit revised outline for articulation: ☑ Yes □ No         Total Hours: 60       Special Topics         Typical structure of instructional hours:       40         Seminars/tutorials/workshops       1         Laboratory hours       20         Field experience hours       20         Experiential (practicum, internship, etc.)       0         Online learning activities       0         Other contact hours:       1         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of posting:       February 26, 2021  | Equivalent course(s):  |  |   |  | □ Yes  | No (if ves. fill in transfe  | r credit form)  |
| Total Hours: 60       Special Topics         Typical structure of instructional hours:       40         Lecture hours       40         Seminars/tutorials/workshops       I         Laboratory hours       200         Field experience hours       200         Field experience hours       200         Online learning activities       1         Other contact hours:       1         Total       60         Department / Program Head or Director: Ian Affleck       Date approved:       January 2021         Faculty Council approval       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 20, 2021   | Note: Equivalent course(s) should be included in t<br>way of a note that students with credit for the equi<br>this course for further credit.  | the calendar c<br>ivalent course   | lescription l<br>(s) cannot i   | oy<br>Take   | Resubmit revised outline for articulation: ⊠ Yes □ No  |  |   |
| Typical structure of instructional hours:       40         Lecture hours       40         Seminars/tutorials/workshops       1         Laboratory hours       20         Field experience hours       20         Online learning activities       1         Other contact hours:       1         Total       60         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Pate approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Other graduate Education Committee (UEC) approval       Date of posting:       February 19, 2021         Date of meeting:       February 26, 2021   | Total Hours: 60  |  |   |  | Special  | Topics   |   |
| Lecture hours       40         Seminars/tutorials/workshops       I         Laboratory hours       20         Field experience hours       I         Experiential (practicum, internship, etc.)       I         Online learning activities       I         Other contact hours:       I         Total       60         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021   | Typical structure of instructional hours:  |  |   |  | Will the   | course be offered with di  | fferent topics?   |
| Seminars/tutorials/workshops       I         Laboratory hours       20         Field experience hours       I         Experiential (practicum, internship, etc.)       I         Online learning activities       I         Other contact hours:       I         Department / Program Head or Director: Ian Affleck       Date approved:       January 2021         Faculty Council approval       Date of posting:       February 19, 2021         Denar/Associate VP: Lucy Lee       Date of posting:       February 26, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021  | Lecture hours  |  | 40  | 1  | 🗌 Yes 🖾 No   |  |   |
| Laboratory hours       20         Field experience hours       Image: No Instruction of source of the source   | Seminars/tutorials/workshops   |  |   |  | If yes, different lettered courses may be taken for credit:          No       Yes,       repeat(s)       Yes, no limit         Note: The specific topic will be recorded when offered. |  |   |
| Field experience hours       Image: Properties of the mining activities         Online learning activities       Image: Properties of the mining activities         Other contact hours:       Image: Properties of the mining activities         Other contact hours:       Image: Properties of the mining activities         Department / Program Head or Director: lan Affleck       Image: Properties of the mining activities         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Faculty Council approval       Image: Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Campus-Wide Consultation (CWC)       Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021   | Laboratory hours   |  | 20  |  |  |  |   |
| Experiential (practicum, internship, etc.)       Note: The specific topic will be recorded when offered.         Online learning activities       Maximum enrolment(for information only): 36         Other contact hours:       Expected frequency of course offerings (every semester, annually, every other year, etc.): Every semester         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Faculty Council approval       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021  | Field experience hours   |  |   |  |  |  |   |
| Online learning activities       Maximum enrolment(for information only): 36         Other contact hours:       Total       60         Department / Program Head or Director: lan Affleck       Date approved:       January 2021         Faculty Council approval       Date approved:       January 22, 2021         Dean/Associate VP: Lucy Lee       Date approved:       January 22, 2021         Campus-Wide Consultation (CWC)       Date of posting:       February 19, 2021         Undergraduate Education Committee (UEC) approval       Date of meeting:       February 26, 2021   | Experiential (practicum, internship, etc.)   |  |   | _  |  |  |   |
| Other contact hours:Total60Expected frequency of course offerings (every semester, annually, every other year, etc.): Every semesterDepartment / Program Head or Director: lan AffleckDate approved:January 2021Faculty Council approvalDate approved:January 22, 2021Dean/Associate VP: Lucy LeeDate approved:January 22, 2021Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021  | Online learning activities   |  |   | 4  | Maximu   | m enrolment(for informa  | ation only): 36   |
| I otal60annually, every other year, etc.): Every semesterDepartment / Program Head or Director: Ian AffleckDate approved:January 2021Faculty Council approvalDate approved:January 22, 2021Dean/Associate VP: Lucy LeeDate approved:January 22, 2021Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021   | Other contact hours:   | Tatal  |   |  | Expecte  | d frequency of course  | offerings (every semester,  |
| Department / Program Head or Director: Ian AffleckDate approved:January 2021Faculty Council approvalDate approved:January 22, 2021Dean/Associate VP: Lucy LeeDate approved:January 22, 2021Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021  |  | Total  | 60  | ]  | annually,  | every other year, etc.): E   | very semester   |
| Faculty Council approvalDate approved:January 22, 2021Dean/Associate VP: Lucy LeeDate approved:January 22, 2021Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021  | Department / Program Head or Director:   | an Affleck   |   |  |  | Date approved:   | January 2021  |
| Dean/Associate VP: Lucy LeeDate approved:January 22, 2021Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021  | Faculty Council approval   |  |   |  |  | Date approved:   | January 22, 2021  |
| Campus-Wide Consultation (CWC)Date of posting:February 19, 2021Undergraduate Education Committee (UEC) approvalDate of meeting:February 26, 2021   | Dean/Associate VP: Lucy Lee  |  |   |  |  | Date approved:   | January 22, 2021  |
| Undergraduate Education Committee (UEC) approval Date of meeting: February 26, 2021  | Campus-Wide Consultation (CWC)   |  |   |  |  | Date of posting:   | February 19, 2021   |
|  | Undergraduate Education Committee (UE  | C) approva   | 1   |  |  | Date of meeting:   | February 26, 2021   |

| Learning Outcon  | nes   |   |   |  |   |  |   |
|--|---|---|---|--|---|--|---|
| Jpon successful o  | completion of thi   | s course, students w  | ill be able to:   |  |   |  |   |
| <ol> <li>Differenti<br/>bias, for</li> <li>Construct</li> <li>Obtain m</li> <li>Solve sin</li> <li>Solve pro</li> </ol>  | ate between the<br>example, simple<br>t frequency tabl<br>easures of loca<br>nple problems in<br>oblems regardin  | a population and the set and on sampling, set and use numerication, dispersion, and probability requiring g binomial and normal   | sample; displ<br>stratified rand<br>al and graphic<br>relative stand<br>howledge d<br>al probability  | ay variety of sampling m<br>om sampling, cluster sar<br>sal methods to explore qu<br>ding, and interpret.<br>of conditional probability<br>models; identify the sam  | ethods tar<br>npling, etc<br>ualitative a<br>and statist<br>ipling distr                              | geting a populatio<br><br>nd quantitative da<br>tical independence<br>ibution of the samp  | n with minima<br>ta.<br>e.<br>ble mean and  |
| sample p<br>6. Construct<br>7. Conduct<br>8. Compare<br>hypothes<br>9. Use the p   | roportion.<br>t and interpret of<br>hypothesis test<br>two population<br>is.<br>Analysis of Varia   | onfidence intervals for<br>for a population mea<br>means and two population for a population means and two population (ANOVA) method  | or a population<br>an and a population<br>ulation propo   | on mean and a populatio<br>llation proportion and int<br>rtions by constructing co<br>ality of three or more po  | n proportio<br>erpret p-va<br>nfidence in<br>pulation m   | on.<br>alue.<br>htervals and perfor<br>eans.   | ming test of  |
| 11. Display a<br>12. Use stati   | and interpret sim<br>stical software (  | ple and multiple linea<br>for example Minitab)  | ar regression<br>to produce g   | models and the associa<br>raphs and perform statis   | ted ANOV  | A tables.<br>sis.  |   |
| Prior Learning A   | ssessment and   | I Recognition (PLAF<br>t be awarded for this  | <b>R)</b><br>course beca  | use  |   |  |   |
| ypical Instruction   | onal Methods (  | guest lecturers, prese  | ntations, onli  | ne instruction, field trips,   | etc.; may v   | ary at department's  | discretion)   |
| ectures, mixed w   | ith sessions in t   | he computer lab.  |   |  |   |  | ,   |
| ading system:  | Letter Grades:  | Credit/No Credit:   | Lab   | s to be scheduled indep  | endent of I   | ecture hours: Yes  | 🗌 No 🖂  |
|  |   |   |   |  |   |  |   |
| OTE: The follow  | ving sections n   | nay vary by instruct  | tor. Please s   | ee course syllabus ava   | ilable fro  | m the instructor.  |   |
| Author (surna  | me initials) Title  | article book journa   | letc)   |  | Current ed  | Publisher  | Year  |
| Author (surna<br>McClave and<br>2.   | me, initials) Title<br>Sincich Stat   | e (article, book, journa<br>iistics. 13th edition   | II, etc.)   |  | Current ed.   | Publisher<br>Prentice-Hall   | Year  |
| Author (surna<br>1. McClave and<br>2.<br>3.  | me, initials) Title<br>Sincich Stat   | e (article, book, journa<br>istics. 13th edition  | II, etc.)   |  | Current ed.   | Publisher<br>Prentice-Hall   | Year  |
| Author (surna<br>1. McClave and<br>2.<br>3.<br>Required Additio  | me, initials) Title<br>Sincich Stat   | e (article, book, journa<br>istics. 13th edition<br>nd Materials(softwar  | il, etc.)<br>re, hardware, t  | cools, specialized clothing  | Current ed.   | Publisher<br>Prentice-Hall   | Year  |
| Author (surna<br>1. McClave and<br>2.<br>3.<br>Required Addition<br>A scientific calcula   | me, initials) Title<br>Sincich Stat<br>nal Supplies a<br>ator with statistic  | e (article, book, journa<br>istics. 13th edition<br>nd Materials(softwar<br>al functions is require   | ıl, etc.)<br>re, hardware, t<br>ed.   | cools, specialized clothing  | Current ed.   | Publisher<br>Prentice-Hall   | Year  |
| Author (surna<br>McClave and<br>B.<br>Required Addition<br>a scientific calculation<br>ypical Evaluation   | me, initials) Title<br>Sincich Stat<br>nal Supplies a<br>ator with statistic<br>on Methods and  | e (article, book, journa<br>istics. 13th edition<br>nd Materials(softwar<br>eal functions is require<br>d Weighting   | re, hardware, f   | cools, specialized clothing  | Current ed.   | Publisher<br>Prentice-Hall   | Year  |
| Author (surna<br>McClave and<br>Case<br>Required Addition<br>A scientific calcula<br>Typical Evaluation<br>Final exam:   | me, initials) Title<br>Sincich Stat<br>anal Supplies a<br>ator with statistic<br>on Methods and<br>40%  | e (article, book, journa<br>istics. 13th edition<br>and Materials(softwar<br>al functions is require<br>d Weighting<br>Assignments:   | re, hardware, t<br>ed.<br>10%   | cools, specialized clothing<br>Midterm exam:   | Current ed.   | Publisher<br>Prentice-Hall<br>Practicum:   | Year  |
| Author (surna<br>McClave and<br>Sequired Addition<br>scientific calcula<br>ypical Evaluation<br>Final exam:<br>Quizzes/tests:  | me, initials) Title<br>Sincich Stat<br>Mal Supplies a<br>ator with statistic<br>on Methods and<br>40%<br>50%  | e (article, book, journa<br>iistics. 13th edition<br>and Materials(softwar<br>cal functions is require<br>d Weighting<br>Assignments:<br>Lab work:  | II, etc.)<br>re, hardware, f<br>ed.<br>10%<br>%   | iools, specialized clothing<br>Midterm exam:<br>Field experience:  | Current ed.   | Publisher<br>Prentice-Hall<br>Practicum:<br>Shop work:   | Year  |
| Author (surna<br>McClave and<br>equired Additions<br>scientific calcula<br>ypical Evaluation<br>Final exam:<br>Quizzes/tests:<br>Other:  | me, initials) Title<br>Sincich Stat<br>anal Supplies and<br>ator with statistic<br>on Methods and<br>40%<br>50%<br>%  | e (article, book, journa<br>istics. 13th edition<br>ind Materials(softwar<br>cal functions is require<br>d Weighting<br>Assignments:<br>Lab work:<br>Other:   | re, hardware, t<br>ed.<br>10%<br>%  | Midterm exam:<br>Field experience:<br>Other:   | Current ed.   | Publisher<br>Prentice-Hall<br>Practicum:<br>Shop work:<br>Total:   | Year  |
| Author (surna<br>McClave and<br>Carteria and<br>Carteria and<br>Scientific calcula<br>Scientific   | me, initials) Title<br>Sincich Stat<br>anal Supplies a<br>ator with statistic<br>on Methods and<br>40%<br>50%<br>%<br>w   | e (article, book, journa<br>istics. 13th edition<br>and Materials(softwar<br>al functions is require<br>d Weighting<br>Assignments:<br>Lab work:<br>Other:<br>ust achieve at least 4  | nl, etc.)<br>re, hardware, f<br>ed.<br>10%<br>%<br>%  | Midterm exam:<br>Field experience:<br>Other:<br>nal exam in order to rece  | Current ed.   | Publisher<br>Prentice-Hall<br>Practicum:<br>Shop work:<br>Total:<br>for this course.   | Year<br>  |
| Author (surna<br>McClave and<br>Carteria and<br>Sequired Additic<br>Scientific calcula<br>Scientific calcula<br>Sypical Evaluatio<br>Final exam:<br>Quizzes/tests:<br>Other:<br>Details (if necessa<br>Sypical Course C<br>Introduction to<br>role of stative st<br>Frequency tal<br>Measures of 1<br>Probability: tw  | me, initials) Title<br>Sincich Stat<br>Sincich Stat<br>Sincich Stat<br>and Supplies and<br>tor with statistic<br>on Methods and<br>40%<br>50%<br>%<br>rry): Students m<br>content and Top<br>o statistical cond<br>cs in real world<br>atistics:<br>oles, histograms<br>ocation, e.g. me<br>vo-way tables, V  | e (article, book, journa<br>iistics. 13th edition<br>iistics. 13th edition<br>and Materials(softwar<br>cal functions is require<br>d Weighting<br>Assignments:<br>Lab work:<br>Other:<br>ust achieve at least 4<br>pics<br>cepts: types of statisti<br>problems.<br>s, cumulative frequen<br>can, median, mode; a<br>fenn and tree diagrar  | re, hardware, f<br>ed.<br>10%<br>%<br>40% on the fin<br>ical application<br>ncies, box plo<br>and scale, e.g<br>ms; joint, mar  | Midterm exam:<br>Field experience:<br>Other:<br>nal exam in order to rece<br>on, distinguishing betwee<br>t, bar graph, pie chart, ei<br>J. standard deviation, qu<br>ginal and conditional pro  | Current ed.   | Publisher         Prentice-Hall         Practicum:         Shop work:         Total:         for this course.         on and sample, ty         entifying outliers by         nutually exclusive entifying outliers by   | Year<br>%<br>%<br>100%<br>pes of data, a<br>/ box plot.<br>events,  |
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#### Memo for Course Changes

To: FSCC, SFC, and UEC

From: Ian Affleck, Department Head (Mathematics & Statistics)

Date: June 2, 2020

#### Subject: Proposal for revision of STAT 271

- 1. Summary of changes (select all that apply):
  - Six-year review
  - $\Box$  Number and/or course code
  - ☑ Credits and/or total hours
  - imes 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:
- 2. Rationale for change:
  - The calendar description has been shortened in accordance with institutional expectations.
  - A short version of the course title has been introduced.
  - Learning Outcomes have not been substantially changed, but some have been reworded for clarity.
  - The **Total hours** for the course has been updated to 50, rather than 45, as this course meets for five 80-minute blocks in each two-week period (or equivalent).
- 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?

STAT 271 is not required in any programs beyond the Data Analysis Certificate (DAC) and the Applied Stats Minor (ASM).

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

- What consideration has been given to indigenizing the curriculum?
   Indigenization efforts in the department take place primarily at the program and the pedagogy level.
- 7. If this course is not eligible for PLAR, explain why: This course is eligible for PLAR.
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

N/A

- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips are required.
- Estimate of the typical costs for this course, including textbooks and other materials: Typical costs for the course are roughly \$90, the cost of the course pack.

#### CWC comment and response:

• In the typical structure of instructional hours, "laboratory hours" may not be the most appropriate for these courses. Would "tutorials/workshops" be a better fit?

These should stay as "Supervised Laboratory Hours", please. They require special rooms with special equipment. I notice that hours spent in a computer lab for courses like COMP 150 are also called "Supervised Laboratory Hours". Our STAT courses that require computer lab time are no different.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018 January 2012 September 2020 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

| Course Code and Number: STAT 271 Number   |                                       |                            | Number of Credits: 3 Course credit policy (105)      |  |                                  |  |  |
|---|---------------------------------------|----------------------------|--|--|----------------------------------|--|--|
| Course Full Title: Introduction to Data Analysis and Statistical Modeling   |                                       |                            |  |  |                                  |  |  |
| Course Short Title: Data Analysis and Modeling  |                                       |                            |  |  |                                  |  |  |
| Faculty: Faculty of Science         Department (or  |                                       |                            |  | or program if no department): Mathematics & Statistics   |                                  |  |  |
| Calendar Description:   |                                       |                            |  |  |                                  |  |  |
| A practical course on the modelling and anal-<br>linear and nonlinear regression, Poisson log-<br>and time series analysis. | ysis of statistic<br>linear and logis | statistical<br>n, design a | software. Topics include<br>and analysis of experime | graphical presentation,<br>ents, survival time analysis, |                                  |  |  |
| Note: Students with credit for MATH 271 can   | not take this co                      | ourse for furth            | er credit.   |  |                                  |  |  |
| Prerequisites (or NONE):  | One of the fo                         | ollowing: STA              | ۲ 104 with   | a B, STAT 106, or STA                                    | T 270.                           |  |  |
| Corequisites (if applicable, or NONE):  |                                       |                            |  |  |                                  |  |  |
| Pre/corequisites (if applicable, or NONE):  |                                       |                            |  |  |                                  |  |  |
| Antirequisite Courses (Cannot be taken for  | additional cree                       | dit.)                      | Specia   | I Topics (Double-click o                                 | n boxes to select.)              |  |  |
| Former course code/number: MATH 271   |                                       |                            | This co  | urse is offered with differ                              | ent topics:                      |  |  |
| Cross-listed with:  |                                       |                            | 🖾 No   | Yes (If yes, topic will                                  | be recorded when offered.)       |  |  |
| Dual-listed with:   |                                       |                            | Independent Study                                    |  |                                  |  |  |
| Equivalent course(s):   |                                       |                            | If offere  | d as an Independent Stu                                  | dy course, this course may       |  |  |
| (If offered in the previous five years, antirequ  | isite course(s)                       | will be                    | be repe  | ated for further credit: (In                             | f yes, topic will be recorded.)  |  |  |
| for the antirequisite course(s) cannot take thi   | s course for fu                       | rther credit.)             | ⊠ No □ Yes, repeat(s) □ Yes, no limit                |  |                                  |  |  |
|   |                                       |                            | Transfer Credit                                      |  |                                  |  |  |
| Typical Structure of Instructional Hours  |                                       |                            | Transfe  | r credit already exists: (                               | See <u>bctransferguide.ca</u> .) |  |  |
| Lecture/seminar hours   |                                       |                            | □ No ⊠ Yes<br>Submit outline for (re)articulation:   |  |                                  |  |  |
| Tutorials/workshops   |                                       |                            |  |  |                                  |  |  |
| Supervised laboratory hours   |                                       | 50                         | No [] Yes (If yes, fill in transfer credit form.)    |  |                                  |  |  |
| Experiential (field experience, practicum, in   | ternship, etc.)                       |                            | Grading System                                       |  |                                  |  |  |
| Supervised online activities  |                                       |                            | Letter Grades Credit/No Credit                       |  |                                  |  |  |
| Other contact hours:  |                                       |                            | Maxim  | um enrolment (for infor                                  | mation only): 36                 |  |  |
|   | Total hours                           | 50                         | Expect   | ed Frequency of Cours                                    | e Offerings: Every Year          |  |  |
| Labs to be scheduled independent of lecture   | hours: 🖾 No                           | 🗌 Yes                      |  |  | • •                              |  |  |
| Department / Program Head or Director: la   | an Affleck                            |                            |  | Date approved:   | April 22, 2020                   |  |  |
| Faculty Council approval  |                                       |                            |  | Date approved:   | September 11, 2020               |  |  |
| Dean/Associate VP:  |                                       |                            |  | Date approved:   | September 11, 2020               |  |  |
| Campus-Wide Consultation (CWC)  |                                       |                            |  | Date of posting:   | February 5, 2021                 |  |  |
| Undergraduate Education Committee (UE   | C) approval                           |                            |  | Date of meeting:   | February 26, 2021                |  |  |

| Lea  | arning Outcomes  | 5:   |   |  |  |   |  |   |
|--|--|--|---|--|--|---|--|---|
| Jpc  | on successful con  | npletion of th   | is course, students v   | vill be able to:   |  |   |  |   |
|  | 1. Explore diffe   | erent types o  | f statistical data gra  | phically and in  | terpret the properties of  | the data.                                 |  |   |
|  | <ol> <li>Propose ap</li> <li>Analyze the</li> </ol>  | propriate fam<br>relationship  | nily of statistical mod<br>through linear regre   | lels for analyz<br>ssion model, i  | ing a data set.<br>investigate the utility and   | the assu                                  | mptions, propose   | e a remedy if any   |
|  | 4. Analyze the   | relationship   | through a nonlinear   | regression m   | odel including logistic re   | gression f                                | or binary data an  | d log-linear  |
|  | Poisson mo   | del for count  | data.   |  |  | -<br>-                                    |  |   |
|  | <ol> <li>Design and<br/>and identify</li> </ol>  | the sample s   | le-factor and factoria  | al experiment  | s, give recommendation   | for obtain                                | ing optimum resp   | oonse variable,   |
|  | 6. Analyze sur   | vival time da  | ta through Cox Prop   | ortional haza  | rds model, distinguish be  | etween ce                                 | nsored and non-  | censored data,  |
|  | apply empir<br>7 Interpret the   | ical approact  | h of Kaplan-Maier to<br>s of a time series da   | estimate the   | survival function, interpre  | et the haz                                | ard and survival t<br>trend and sease  | functions.  |
|  | the moving   | average and  | weighted moving av  | erage for pre  | diction.   |   |  |   |
|  | 8. Perform bas   | sic statistical  | computing using sta   | tistical softwa  | re and interpret the outp  | outs.                                     |  |   |
| Prio   | or Learning Ass  | essment and  | d Recognition (PLA  | R)   |  |   |  |   |
| ال   | Yes 🗌 No.  | PLAR canno   | t be awarded for this   | s course beca  | use  |   |  |   |
|  |  |  | · · · · · · · · · · · · · · · · · · ·   |  |  |   |  |   |
| yp   | oical Instruction  | al Methods (   | Guest lecturers, pre  | sentations, or   | nline instruction, field trip  | s, etc.; ma                               | ay vary at departi   | ment's discretion   |
| ec   | tures, hands-on-o  | computer lab   |   |  |  |   |  |   |
| 10   | TE: The followin   | g sections r   | nay vary by instruc   | tor. Please s  | ee course syllabus ava   | ailable fro                               | m the instructo  | or.   |
|  |  |  |   |  |  |   |  |   |
| УP   | oical Text(s) and  | Resource N   | laterials (If more sp   | ace is require   | d, download Supplemen  | ital Texts a                              | and Resource Ma  | aterials form.)   |
|  | Author (surnan   | ne, initials)  | Title (article, boo   | k, journal, et   | c.)  | Current                                   | ed. Publisher  | Year  |
| •  |  |  | Coursepack  |  |  |   |  |   |
| 2  |  |  |   |  |  |   |  |   |
|  |  |  |   |  |  |   |  |   |
| 3.<br>Rec  | quired Additiona   | l Supplies a   | nd Materials (Softw   | vare, hardware   | e, tools, specialized cloth  | ning, etc.)                               |  |   |
| З.<br>Кес  | quired Additiona<br>bical Evaluation   | l Supplies a<br>Methods an   | nd Materials (Softw<br>d Weighting  | vare, hardware   | e, tools, specialized cloth  | ning, etc.)                               |  |   |
| З.<br>Сес<br>Гур<br>Fi   | quired Additiona<br>bical Evaluation<br>nal exam:  | I Supplies a<br>Methods an<br>50%  | nd Materials (Softw<br>d Weighting<br>Assignments:  | vare, hardware   | e, tools, specialized cloth  | ning, etc.)                               | Portfolio:   | %   |
| 3.<br>Rec<br>Fin<br>Mi   | quired Additiona<br>bical Evaluation<br>nal exam:<br>idterm exam:  | I Supplies a<br>Methods and<br>50%<br>30%  | nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:  | vare, hardware<br>10%<br>10%   | e, tools, specialized cloth<br>Field experience:<br>Practicum:   | □<br>ning, etc.)<br>%<br>%                | Portfolio:<br>Other:   | %   |
| B.<br>Rec<br>Fin<br>Mi<br>Qu   | quired Additiona<br><b>bical Evaluation</b><br>nal exam:<br>idterm exam:<br>uizzes/tests:<br>tails (if necessar  | I Supplies a<br>Methods and<br>50%<br>30%<br>%<br>y):  | nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:   | vare, hardware<br>10%<br>10%<br>%  | e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:   |   | Portfolio:<br>Other:<br>Total:   | %<br>%<br>100%  |
| 3.<br>Rec<br>Fin<br>Mi<br>Qu<br>Det  | quired Additiona<br>pical Evaluation<br>nal exam:<br>idterm exam:<br>uizzes/tests:<br>tails (if necessar<br>above percentage<br>the final exam in optical Course Cor<br>Statistical data a   | I Supplies a<br>Methods and<br>50%<br>30%<br>%<br>y):<br>ges may vary<br>order to recein<br>otent and To<br>and graphical  | nd Materials (Softw<br>d Weighting<br>Assignments:<br>Project:<br>Lab work:<br>Lab work:<br>among instructors a<br>vive credit for this cou<br>pics<br>methods: Observat  | 10%<br>10%<br>%<br>and years. The<br>irse.   | e, tools, specialized cloth<br>Field experience:<br>Practicum:<br>Shop work:<br>e final exam is comprehe<br>erimental data, continuou  | ning, etc.)<br>%<br>%<br>%<br>ensive. Str | Portfolio:<br>Other:<br>Total:<br>udents must obta   | %<br>%<br>100%<br>ain at least 40%  |
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#### Memo for Course Changes

To: FSCC, SFC, and UEC

From: Ian Affleck, Department Head (Mathematics & Statistics)

Date: June 2, 2020

#### Subject: Proposal for revision of STAT 315

- 1. Summary of changes (select all that apply):
  - Six-year review
  - □ Number and/or course code
  - ☑ Credits and/or total hours
  - □ Title
  - ⊠ Calendar description
  - ☑ Prerequisites and/or co-requisites
  - □ Frequency of course offering
  - ⊠ Learning outcomes
  - ☑ Delivery methods and/or texts and resource materials
  - □ PLAR options, grading system, and/or evaluation methods
  - □ Discontinuation of course
  - □ Other:

#### 2. Rationale for change:

- The calendar description has been shortened in accordance with institutional expectations.
- The **prerequisites** have been changed, as students who have taken this course with only STAT 104 or STAT 106 in previous years have largely dropped the course or not received a successful grade. STAT 104 and STAT 106 were originally included as possible prerequisites, but experience has shown a single 100-level course in Statistics is not sufficient preparation for students to succeed in this 300-level course. We plan to continue to offer STAT 270 and STAT 271 in each Fall semester, and offer STAT 315 in each Winter semester, which will still allow students to access STAT 315 in their 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year of study.
- Some Learning Outcomes have been reworded for clarity.
- One Learning Outcome has been removed, regarding communication skills (student-to-student and student-to-instructor) that are necessary in the development a group project component of the course. Since not all offerings of the course will necessarily include a group project, we don't feel it's appropriate to include this as a Learning Outcome.
- The **Total hours** for the course has been updated to 50, rather than 45, as this course meets for five 80-minute blocks in each two-week period (or equivalent).
- The **Typical Texts** list has been updated, and reordered to highlight those which have been used most recently.

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

In Fall 2019, the annual section of STAT 315 filled to capacity, far higher than in previous years. It became apparent only then that management of mandatory group projects by the instructor, and the class time required for presentation of the projects, were overwhelming at this enrolment level. The department agreed that group projects should therefore not be a mandatory component of the course, but may be included at the discretion of the instructor. Group projects are still mandatory components in several courses in the Applied Stats Minor (ASM) and the Data Analysis Certificate (DAC), including STAT 272 (mandatory in both programs), STAT 307, and a DAC capstone course, STAT 431.

- Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   STAT 315 is not required in any programs beyond the DAC and the ASM.
- 5. Which program areas have been consulted about the change(s)? None.
- What consideration has been given to indigenizing the curriculum?
   Indigenization efforts in the department take place primarily at the program and the pedagogy level.
- 7. If this course is not eligible for PLAR, explain why: This course is eligible for PLAR.
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? No field trips are required.
- Estimate of the typical costs for this course, including textbooks and other materials: Typical costs for this course are roughly \$200, for the textbook.

#### CWC comments and responses:

• In the typical structure of instructional hours, "laboratory hours" may not be the most appropriate for these courses. Would "tutorials/workshops" be a better fit?

These should stay as "Supervised Laboratory Hours", please. They require special rooms with special equipment. I notice that hours spent in a computer lab for courses like COMP 150 are also called "Supervised Laboratory Hours". Our STAT courses that require computer lab time are no different.

 Group projects should not be included in calendar descriptions, but could be included in the learning outcomes if appropriate. If skills such as collaboration and integrating feedback are taught in the course, this could be included in the learning outcomes and added to the course content section. In addition, several courses include a learning outcome about integrating feedback and suggestions from faculty. This is an assessment methodology, but may not be appropriate as a learning outcome. Could a recent syllabus be provided to help the committee understand how a group project is incorporated into these courses?

We agree with removing reference to group projects in calendar descriptions. We believe that communicating effectively with a supervisor to receive feedback on the progress of a project should qualify as a LO. The UEC Screening Subcommittee was provided with a recent syllabus for STAT 315 which shows how the development of a group project is incorporated into the course.

• The memo indicates that the prerequisite increase is due to past students dropping the course or not being successful in the course. Please provide IR data to support this.

The UEC Screening Subcommittee was provided with an Excel file that shows student performance in STAT 315 based on their entry qualifications.

- Of 24 who entered STAT 315 with only STAT 104 or 106, 10 took a W and 4 got F or NC. (42% success rate.)
- Of 77 who entered STAT 315 with STAT 270 or STAT 271, 3 took a W and all others passed. (96% success rate.)
- Of 53 who entered with none of the above (perhaps by instructor permission), 5 took a W and 1 failed. (89% success rate.)
- Evaluation: this appears to be a very practical course, yet only 20% is allocated to projects and assignments. Is this correct?

There is no mistake in the allocation of 20% given to projects and assignments, but please note that this is just an example of grade allocation. Different instructors may allocate different amounts. In general, we try not to let group project components form too much of a grade.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: COURSE TO BE REVIEWED (six years after UEC approval): Course outline form version: 05/18/2018 January 2005 September 2021 February 2027

### **OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

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

| Course Code and Number: STAT 315 Number  |   |                                  | umber of Credits: 3 Course credit policy (105) |  |  |  |
|--|---|----------------------------------|--|--|--|--|
| Course Full Title: Applied Regression Analysis   |   |                                  |  |  |  |  |
| Course Short Title:  |   |                                  |  |  |  |  |
| (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.) |   |                                  |  |  |  |  |
| Faculty: Faculty of Science  | D   | epartment (o                     | or program                                     | n if no department): Ma                              | athematics and Statistics                                  |  |
| Calendar Description:  |   |                                  |  |  |  |  |
| Focuses on application of regression using s residual analysis, validation, analysis of cova   | tatistical softwa<br>riance, splines      | are. Topics in<br>, ridge, robus | clude mult<br>t, nonpara                       | iple regression, model b<br>metric, and nonlinear re | uilding, screening methods,<br>gressions.                  |  |
| Prerequisites (or NONE):   | One of the fo<br>270, or STA<br>STAT 271. | ollowing: STA<br>T 271. Note: A  | Γ 104 with<br>As of Janu                       | a B+ or better, STAT 10<br>ary 2022, prerequisites v | 06 with a B or better, STAT<br>will change to: STAT 270 or |  |
| Corequisites (if applicable, or NONE):   |   |                                  |  |  |  |  |
| Pre/corequisites (if applicable, or NONE):   |   |                                  |  |  |  |  |
| Antirequisite Courses (Cannot be taken for   | additional cre                            | dit.)                            | Specia   | Topics (Double-click o                               | n boxes to select.)  |  |
| Former course code/number: MATH 315  |   |                                  | This co  | urse is offered with differ                          | ent topics:  |  |
| Cross-listed with:   |   |                                  | 🖾 No   | Yes (If yes, topic will                              | be recorded when offered.)                                 |  |
| Dual-listed with:  |   |                                  | Indepe   | ndent Study  |  |  |
| Equivalent course(s):  |   |                                  | If offere                                      | d as an Independent Stu                              | udy course, this course may                                |  |
| (If offered in the previous five years, antirequ   | isite course(s)                           | will be<br>with credit           | be repe  | ated for further credit: (I                          | f yes, topic will be recorded.)                            |  |
| for the antirequisite course(s) cannot take thi  | 's course for fu                          | rther credit.)                   | 🖾 No   | Yes, repeat(s  | ) 📋 Yes, no limit  |  |
|  |   |                                  | Transfe  | er Credit  |  |  |
| Typical Structure of Instructional Hours   |   |                                  | Transfe  | r credit already exists: (                           | See <u>bctransferguide.ca</u> .)                           |  |
| Lecture/seminar hours  |   |                                  | 🗌 No   | 🛛 Yes  |  |  |
| Tutorials/workshops  |   |                                  | Submit   | outline for (re)articulation                         | n:   |  |
| Supervised laboratory hours  |   | 50                               | 🖾 No   | Yes (If yes, fill in trar                            | nsfer credit form.)  |  |
| Experiential (field experience, practicum, in  | ternship, etc.)                           |                                  | Grading  | g System   |  |  |
| Supervised online activities   |   |                                  | 🛛 Lette  | er Grades 🗌 Credit/No                                | o Credit   |  |
| Other contact hours:   |   |                                  | Maximu   | um enrolment (for info                               | mation only): 36   |  |
|  | Total hours                               | 50                               | Expect   | ed Frequency of Cours                                | e Offerings: Every year                                    |  |
| Labs to be scheduled independent of lecture  | hours: 🛛 No                               | Yes                              | •  |  | 0  |  |
| Department / Program Head or Director: la  | an Affleck                                |                                  |  | Date approved:                                       | June 15, 2020  |  |
| Faculty Council approval   |   |                                  |  | Date approved:                                       | September 11, 2020   |  |
| Dean/Associate VP:   |   |                                  |  | Date approved:                                       | September 11, 2020   |  |
| Campus-Wide Consultation (CWC)   |   |                                  |  | Date of posting:                                     | February 5, 2021   |  |
| Undergraduate Education Committee (UE  | C) approval                               |                                  |  | Date of meeting:                                     | February 26, 2021  |  |

Page 2 of 2

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

#### Learning Outcomes:

**STAT 315** 

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

- 1. Construct an appropriate regression model when the data points are fairly near the overall mean in order to estimate the predictors' effect and predict future response values.
- 2. Check the validity of the assumptions of the model and apply the associated remedial measures.
- 3. Use appropriate significance tests and confidence intervals in fitting regression models.
- 4. Select appropriate predictor variables.
- 5. Identify outliers, influential observations and problems with multicollinearity and apply the appropriate remedial measures.
- 6. Define and use indicator variables in regression models.
- 7. Interpret estimates, parameters, different types of sums of squares and interactions between predictor variables.
- 8. Construct an appropriate regression model when the response variable is binary.
- 9. Identify autocorrelated errors and fit regression models when errors are autocorrelated.
- 10. Perform model validation for future prediction and inverse estimation of predictor.
- 11. Use computer software to obtain and interpret printouts.

#### 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 discussion, use of statistical software in computing labs

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

| Typical Text(s) and   | Resource N   | laterials (If more spa          | ace is require   | d, download Supplementa  | al Texts and | Resource Materia | ls form.) |
|-----------------------|--------------|---------------------------------|------------------|--------------------------|--------------|------------------|-----------|
| Author (surnam        | e, initials) | Title (article, boo             | k, journal, e    | tc.)                     | Current ed   | I. Publisher     | Year      |
| 1. Mendenhall, W a    | and Sincich, | T A second course i             | in statistics: F | Regression Analysis      | $\boxtimes$  | Pearson          | 2020      |
| 2. Neter et al        |              | Applied Linear Sta              | atistical Mode   | els. 4th edition         |              | McGraw-Hill.     |           |
| 3. Douglas C. Mont    | gomery et a  | Introduction to Lin             | ear Regressi     | on Analysis. 5th edition |              | John Wiley & S   | Sons      |
| 4. Sheather, Simon    | J.           | A Modern Approa                 | ch to Regres     | sion with R.             |              | Springer         | 2009      |
| Typical Evaluation N  | Methods an   | d Weighting                     |                  |                          |              |                  |           |
| Final exam:           | 50%          | Assignments:                    | 10%              | Field experience:        | % Po         | ortfolio:        | %         |
| Midterm exam:         | 30%          | 30% Project: 10% Practicum: % O |                  |                          | her:         | %                |           |
| Quizzes/tests:        | %            | Lab work:                       | %                | Shop work:               | % To         | otal:            | 100%      |
| Details (if necessary | <u>۸</u> .   |                                 |                  |                          |              |                  |           |

#### Details (if necessary):

The above percentages may vary among instructors and years. Students must achieve at least 40% on the final exam in order to receive credit for this course.

#### Typical Course Content and Topics

An internationally recognized statistical software package is used throughout the course.

- 1. **Simple Linear Regression:** Method of least squares, regression models with normally distributed error, inference for parameters, inference for the response function and new observations, diagnostics and remedial measures, lack of fit test, simultaneous estimation of mean responses, and simultaneous prediction intervals for new observations.
- 2. Multiple Linear Regression: General linear regression models, estimation of regression coefficients, fitted values and residuals, analysis of variance, inference for regression parameters, estimation of mean response and prediction of new observations, diagnostics and remedial measures, extra sums of squares and their uses, coefficient prediction of partial determination and coefficient of partial correlation, standardized multiple regression model, multicollinearity and its effects, polynomial regression models, and interaction terms in regression models.
- 3. Selection of Predictor Variables: All possible regression procedures for variable selection, forward stepwise regression, forward selection, and backward elimination.
- 4. **Diagnostics:** Identifying outlying Y observations, identifying outlying X observations, identifying influential cases (DFFITS, DFBETAS, Cook's distance), multicollinearity, and variance inflation factors.
- Remedial Measures and Validation: Remedial measures for unequal error variances (weighted least squares), remedial measures for multicollinearity (Ridge regression), remedial measures for influential cases (robust regression), remedial measures for unknown response function (nonparametric regression), and model validation.
- 6. Qualitative Predictor Variables: Use of indicator or dummy variables to represent qualitative data, models with interaction terms, and comparison of two or more regression functions.
- 7. Introduction to Non-Linear Regression: Least squares estimation in nonlinear regression, regression models with binary response variables, simple logistic regression functions, simple logistic regression, the maximum likelihood method, selection of predictor variables, diagnostics, inference in logistic regression, regression parameters and mean response, prediction of new observations, the odds ratio, comparison of nested models, and goodness of fit tests.
- 8. **Two topics in the use of regression analysis:** Regression models with autocorrelated errors, detecting the presence of autocorrelation, parameter estimation methods when autocorrelation is present, inverse estimation, and the calibration problem.

#### Memo for Program Changes

#### To: FSCC, SFC, UEC

From: Ian Affleck, Department Head. Math & Stats

#### Date: November 2, 2020

#### Subject: Program change Math Major

- 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
  - $\hfill\square$  Deletion of a program not included in the Program Discontinuance policy
  - □ Other Please specify:
- 2. Rationale for change(s):

After careful review of PHYS 481, the Department of Math and Stats believes that it should be allowed to count towards either upper-level Physics or upper-level Math.

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

Program outcomes are not changing.

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

Indigenization efforts in the department take place primarily at the program and the pedagogy level.

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

No additional resources will be required.

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

Students pursuing a Math major will have another option to use towards completing their upperlevel credits.

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

The number of required core or elective credits from the program-specific discipline is not changing.

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

No resources are required to accommodate the program changes.

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

We don't anticipate that there will be significant impacts on the enrolment in PHYS 481. If there is, it will be a positive impact.

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

Mathematics major

This section specifies the mathematics major discipline requirements only. Please refer to the <u>Bachelor</u> of <u>Science</u> or <u>Bachelor of Arts</u> section for information on additional requirements.

Note: Students pursuing a Mathematics major may not also declare a Mathematics extended minor, a Mathematics minor, or a Mathematics minor (Statistics option).

Lower-level requirements: 27-28 credits

| Course               | Title                                      | Credits |
|----------------------|--|---------|
| MATH 111             | Calculus I                                 | 4       |
| MATH 112             | Calculus II                                | 4       |
| or MATH 118          | Calculus II for Life Sciences              |         |
| MATH 211             | Calculus III                               | 3       |
| MATH 221             | Linear Algebra                             | 3       |
| MATH 225             | Topics in Discrete Mathematic              | 3       |
| or MATH 255/ENGR 255 | Ordinary Differential Equations            |         |
| MATH 265             | Transition to Advanced Mathematics         | 3       |
| MATH 270/ STAT 270   | Introduction to Probability and Statistics | 4       |
| One of:              | 3–4  |         |
| COMP 120             | Computing for the Sciences                 |         |
| COMP 150             | Introduction to Programming                |         |
| COMP 152             | Introduction to Structured Programming     |         |

Upper-level requirements: 30 credits

| Course      | Title   | Credits        |
|-------------|---|----------------|
| MATH 312    | Vector Calculus   | 3              |
| MATH 322    | Complex Variables   | 3              |
| MATH 340    | Introduction to Analysis                                    | 3              |
| MATH 339    | Introduction to Field Theory and Applications               | 3              |
| or MATH 439 | Group Theory (see Note 1)                                   |                |
| Plus:       | Nine-Six additional credits of upper-level MATH (see Notes  | <del>9</del> 6 |
|             | 1 <u>,2</u> )   |                |
| Plus:       | Three additional credits of upper-level MATH or PHYS 481    | <u>3</u>       |
|             | (see Notes 1-3)   |                |
| Plus:       | Nine credits of upper-level MATH or STAT courses (see Notes | 9              |
|             | <u>1,2)</u>   |                |

Note 1: At least nine MATH credits must be at the 400 level.

Note 2: Students pursuing a double major in Mathematics and Physics can use MATH 381/PHYS 381 to meet the requirements of either major, but not both.

Note 3: Students pursuing a major in Mathematics and a major or minor in Physics can use PHYS 481 to meet the requirements of either credential, but not both.

#### Memo for Program Changes

- To: FSCC, SFC, CWC, UEC
- From: Ian Affleck (Chair, Faculty of Science Curriculum Committee)

Date: Oct 6, 2020

#### Subject: Program change (Associate of Science)

- 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
  - $\hfill\square$  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: Introduce direct application to ASc, and define entrance requirements
- 2. Rationale for change(s):

The Associate of Science (ASc) is a credential which is intended to often ladder into a Bachelor of Science. Until now, students have been able to graduate with an ASc by completing the requirements, without ever being formally admitted to the program.

However, UFV Policy 64 states "To ladder a credential, a student must have been admitted to and be building on a previously earned credential towards completion of a subsequent, higher-level credential."

For this reason, it's necessary to formally define admission requirements for the ASc program. Once the ASc is a program which students can enter, it will also become more attractive to international students who seek a two-year credential.

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

Program outcomes are not changing.

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

While the proposed change was not motivated directly by efforts to indigenize the curriculum, it is worth noting that establishing the ASc as a declarable program will make it easier for all students to complete the program in two years, as they will have access to seats previously reserved only for BSc students.

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

It is not anticipated that additional resources will be required.

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

N/A: The change will <u>allow</u> students to enrol in the program.

- 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? *Not applicable.*
- Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) *No accommodations are necessary.*
- 9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

There is no change to completion requirements of the program.

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

There are no budgetary implications for the proposed changes.

# Associate of Science degree

The Associate of Science (ASc) degree is a program of academic study for students pursuing educational or career goals in the natural sciences. The ASc may serve as an educational goal in itself, as qualification for those who wish to pursue further education at UFV or another institution, or as a qualification for employment. Students are not admitted directly to the Associate of Science, however, students in Qualifying Studies or the Bachelor of Science degree program can graduate with the Associate of Science degree once all program requirements are met.

To be eligible for an<u>The</u> Associate of Science degree students must satisfactorilyrequires satisfactory completion of a minimum of 18 courses (60 to 75 credits). Please note that not all science courses are offered every semester. Therefore, it is important to that students work with an advisor to carefully plan their courses in a sequential manner, paying particular attention to course prerequisites. Associate of Science students should consult with an Advisor to ensure that they select the appropriate science courses for their particular career direction. Students must achieve an average overall grade of C( cumulative GPA of 2.00) (C average), calculated on all courses that apply towards the associate degree.

# **Program length**

With appropriate planning, the Associate of Science requirements can be completed in two years of full-time study. Students staying for a longer period may wish to pursue the **Co-operative Education** option. All graduation requirements must be completed within 10 years of initial entry to the program.

# Entrance requirements

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

A minimum C+ average calculated on:

- English Studies 12 or English First Peoples 12 (see Note).
   Note: Students may also present English 12, English Literature 12, AP English, or IB English A (standard level or higher level), or out-of-province equivalent.
- Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of B.
- One of Biology 12, BIO 093, Chemistry 12, CHEM 093, Geography 12, Geology 12, or Physics 12.

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

- 2. Mathematics requirement: one of the following:
  - o Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of B
  - o MATH 095 with a minimum grade of B
  - MATH 092 and MATH 093 with a minimum grade of B in each
  - o MATH 096 with a minimum grade of B
  - MDPT score of 70% or higher
  - MATH 110 with a minimum grade of C+
  - o MATH 111 with a minimum grade of C
  - o MATH 112
  - o MATH 118
- 3. Science requirement: one of the following courses, with a minimum grade of C+:
  - Biology: Biology 12, BIO 093, or BIO 111
  - o Chemistry: Chemistry 12, CHEM 093 (previously offered), CHEM 110, or CHEM 113
  - Computer Science: COMP 150, COMP 152, or COMP 155
  - Geography: Geography 12, GEOG 101, GEOG 102, GEOG 103 or GEOG 111
  - Geology: Geology 12 or GEOG 116
  - o Physics: Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111
  - Statistics: STAT 104 or STAT 106
- 4. English requirement: Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.

Note: Attendance at a New Student Orientation or meeting with an Academic Advisor is recommended.

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

# When to apply

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

# How to apply

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

### Additional documents required for a complete application:

- For high school students, a final official transcript (if they have graduated). For students
   currently in Grade 12, see the high school grades and transcripts section of
   the Admissions webpage for further information.
- For university students, official transcripts from all post-secondary institutions attended (other than UFV) 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.
- 2. Proof of completion of prerequisites is required for course registration. It is essential that applicants submit an official high school transcript at least two weeks before registration.
- Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees.

# Basis for admission decision

If the university needs to limit the number of students in the Associate of Science program, applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Students must meet the minimum standard for entry.

<u>Applicants who qualify will be offered seats in order (from highest to lowest) of one of the</u> following:

For high school entrance, an admission GPA based on the best Grade 12 science and either Pre-calculus 12 or Principles of Mathematics 12 (or equivalent). For university entrance, a cumulative GPA based on all university credits attempted.
 Application date and time will be used to break ties when students have the same GPA

<u>StudentsApplicants who do not meet the minimum standard willmay be admitted to Qualifying</u> <u>Studies.</u>

### Transfer from other institutions

Students who have completed university-level courses at other post-secondary institutions can apply for the ASc at UFV. A maximum of 30 credits may be transferred to UFV for the degree. However, not all courses may be applicable to specific science programs; please check with an Academic Advisor. Applicants with significantly more than 30 credits might consider the Bachelor of Science.completing their studies at their original institution. (See Visiting students in the Transfer Credit section of the calendar.)

Most of the courses offered as part of the ASc program are transferable to all B.C. post-secondary academic institutions.

# Co-operative Education option

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

# Fees and additional costs

See the Fees and Other Costs section. Books and additional supplies may be required.

### **Location**

<u>First-year courses can be completed at either the Abbotsford or Chilliwack campus. Currently, most</u> <u>courses beyond first year are only offered at the Abbotsford campus.</u>

### Course audit

Students may register as audit students or change to audit status only during the first three weeks of the semester. See the **audit section** of the calendar for more details. Audited courses are not acceptable for meeting requirements for the ASc degree.
### Course challenge

Course challenge is a method by which a student may obtain credit for course material learned elsewhere (i.e., outside UFV). A maximum of 30 university-level credits used towards the ASc requirements may be obtained by the combined mechanism of course challenge and transfer credit. For further information, see the regulations for **course challenge**.

### Courses at other institutions

UFV students who wish to take academic work at other institutions for credit toward the UFV Associate of Science degree must obtain permission in advance from an Academic Advisor. A request for Letter of Permission form may be obtained from the UFV Office of the Registrar. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student. (Also see **Visiting students** in the Transfer Credit section of the calendar.)

A maximum of 30 transfer and/or course challenge credits may be applied to the ASc. All requirements for the ASc must be met.

### Course repetition

Students may not register for a course more than twice without approval from the appropriate department head. Before granting permission for a third attempt, the department head may require that the student re-establishes a prerequisite for the course. Where a course has been repeated, only the higher grade is counted in the GPA calculation.

### Standing required for continuance

<u>All students accepted into the Associate of Science program at UFV are expected to maintain</u> acceptable standards of scholarship. Specifically, they are expected to maintain a minimum 2.00 CGPA on all courses.

### Undergraduate continuance

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

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

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

### Required to withdraw

<u>Students who have been Required to Withdraw from UFV under the Undergraduate Continuance</u> policy (92) are subject to readmission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

### Graduation requirements

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an Academic Advisor. To be eligible to graduate, students must have completed the minimum 18 courses (68–77 credits) with a minimum GPA of 2.00.

Students must apply for graduation by completing the Graduation Request form available at <u>ufv.ca/registrar/forms</u>, or from the Office of the Registrar. This should be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by the Winter semester grade deadline (see <u>Important Registration Dates</u>) of each year.

It is the student's responsibility to ensure that all program requirements are met. This should be done by regular consultation with an Academic Advisor. Request to Graduate forms are available from the Office of the Registrar website.

### Program outline

(Sample program plan)

The following is the Associate of Science program outline. Students wishing to complete the program in four semesters should follow the suggested outline below. Students who do not follow the suggested outline may take longer to complete the program.

### First year

### Semester I (Fall)

| Course               | Title  | Credits                      |
|----------------------|--|------------------------------|
| MATH 111             | Calculus I   | 4                            |
| Plus: <u>Science</u> | Two-100-level science courses (see Note 1)   | <del>8-10<u>4</u> or 5</del> |
| <u>Science</u>       | 100-level science (see Note 1)   | <u>4 or 5</u>                |
| Plus: <u>Science</u> | One-100-level science <u>(see Note 1)</u> or other transferable course <u>(see Note 4)</u> | 3-4 <u>5</u>                 |

### Semester II (Winter)

| Course               | Title  | Credits                      |
|----------------------|--|------------------------------|
| MATH 112             | Calculus II  | 4                            |
| Plus: <u>Science</u> | Two-100-level science <del>courses (</del> see Note 1) | <del>8–10<u>4</u> or 5</del> |

| Plus: <u>Science</u> | One lower-level science course (see Notes 1<br>and 2)100-level science (see Note 1) | 4 <u>–or</u> 5 |
|----------------------|---|----------------|
| <u>Science</u>       | 100- or 200-level science (see Note 1 and 2)  | <u>3-5</u>     |

### Second year

### Semester III (Fall)

| Course                         | Title   | Credits                 |
|--------------------------------|---|-------------------------|
| ENGL 105                       | Academic Writing  | 3                       |
| Plus: <u>Elective</u>          | One Arts elective (see Note 3) <u>Arts</u><br>(see Note 3)  | 3                       |
| <del>Plus:<u>Science</u></del> | Three-200-level science <del>courses (</del> see<br>Note 2) | <del>12<u>3-4</u></del> |
| <u>Science</u>                 | 200-level science (see Note 2)                              | <u>3-4</u>              |
| <u>Science</u>                 | 200-level science (see Note 2)                              | <u>3-4</u>              |

### Semester IV (Winter)

| Course  | Title  | Credits     |
|---------|--|-------------|
| ENGL    | <del>One of</del> ENGL <u>104, ENGL 108 or ENGL</u><br><u>170 <del>120–170</del></u> | 3 <u>-4</u> |
| Or CMNS | CMNS 120 or CMNS 125   |             |

| Plus:Elective        | One Arts elective (see Note 3)  | 3                       |
|----------------------|---|-------------------------|
| Plus: <u>Science</u> | <del>Three-</del> 200-level science <del>courses (</del> see<br>Note 2) | <del>12<u>3</u>-4</del> |
| <u>Science</u>       | 200-level science (see Note 2)  | <u>3-4</u>              |
| <u>Science</u>       | 200-level science (see Note 2)  | <u>3-4</u>              |

Note 1: 100-level science courses should be applicable to the Bachelor of Science. Selection should be made based on the student's area of interest and in consultation with an Advisor. Suggested Applicable courses include: BIO 111, 112; CHEM 113, 114; COMP <u>125, 150/152</u>, 155; GEOG <u>101, 102,</u> 103, 116; <u>MATH 125; and PHYS</u> 111, 112; <u>STAT 104, 106</u>.

Note 2: 200-level science courses should be applicable to the Bachelor of Science and cover two or more subjects. Selection should be made based on the student's area of interest and in consultation with an Advisor. Applicable courses include: BIO 201, 202, 203, 210, 220; CHEM 213, 214, 221, 224, 241; COMP 230, 251, 256; GEOG 201, 202, 211, 219, 250, 252, 253, 257; MATH 211, 221, 225, 235, 255, 265, 270; and PHYS 221, 222225, 231, 232252; and STAT 270. Minimum of 36 science credits at the first and second year level.

Note 3: The Arts electives must be in a subject other than English <u>and Communications</u>, and this excludes mathematics and laboratory-based science courses. Arts electives can be either Humanities or Social Sciences (see the <u>Table of Subject Areas</u>).

Note 4: An eligible transferable course is defined as one that is part of a recognized BSc Minor, Major or Honours program at one of the following five universities – UBC-V, UBC-O, SFU, UVic, or UNBC. Consult an Advisor for specific courses.

#### Memo for Program Changes

To: College of Arts Council

From: College of Arts Curriculum Committee

Date: October 30, 2020

#### Subject: Program change (Bachelor of Arts)

- 1. Summary of changes (select all the apply):
  - □ Program revision that requires new resources
  - Addition of new course options or deletion or substitution of a required course
  - $\hfill\square$  Change to the majority of courses in an approved program
  - □ Change to the duration, philosophy, or direction of a program
  - $\hfill\square$  Addition of a new field of specialization, such as a concentration
  - $\hfill\square$  Change in requirements for admission
  - $\Box$  Change in requirements for residency or continuance
  - □ Change in admission quotas
  - □ Change which triggers an external review
  - $\hfill\square$  Deletion of a program not included in the Program Discontinuance policy
  - $\boxtimes$  Other Please specify:
- 2. Rationale for change(s):

#### **Foundation Requirement**

The BA was revised in 2017. This request for updates/revisions to the BA are a result of CACC reviewing how the requirements for the BA are being communicated to students and addressing a few elements that have not worked as well as was anticipated when the BA was revised. These revisions are not major. They are a result of feedback from students and Academic Advisors. Each of these have been approved at CAC. The request for revisions/updates are as follows:

- a. The term Foundation Requirement be revised to Core Competency. Rationale: students comparing and/or moving between the BIS and the BA get confused with the two terms which in essence are the same. An environmental scan of other Canadian BA degrees found core competency was used more often than foundation requirement. The BIS uses core competency and Academic Advisors recommend core competency for ease of communication and planning.
- b. The non-course pathway be removed from the BA as a way to demonstrate the civic and intercultural requirements. On February 14, 2020 CACC approved the discontinuance of the non-course pathway. CACC has worked to review courses that could serve students in meeting these two requirements. A separate memo and update request for each requirement is attached.
- c. The revision of the science literacy requirement to be revised to the science requirement. A separate memo and update request is attached.
- d. IDS 100 be removed from the critical thinking core competency. This is because IDS stands

for Interdisciplinary Studies and when first designed the plan was to ensure critical thinking was included as an explicit outcome in team taught interdisciplinary courses. However, over time there have been many IDS 100 (with a suffix) courses proposed, and while they meet the requirements for team teaching and interdisciplinary focus they do not always explicit teach critical thinking. Going forward when an IDS does include critical thinking as a learning outcome the course will be submitted to Academic Advising for addition to the degree audit program.

e. Levels 1,2, & 3 of American Sign Language (ASL) be added as a way to meet the Second Language competency.

#### **Civic Engagement Requirement**

When the BA degree was revised in 2017, civic engagement was made explicit as an outcome of the degree and the degree was revised to include course work and/or a non-course pathway option for students to demonstrate how they meet the civic engagement core competency. While the committee recognizes the importance for BA graduates to be able to demonstrate civic engagement, the committee also recognizes there have been many challenges for both students and Academic Advisors in validating this requirement. These challenges are 1) limited course offerings that help students facilitate their application of in-class learning with out-of-class civic engagement; and 2) limited student engagement with the CCR system and non-course pathway requests that have low quality evidence of civic engagement at the university level. As a result, the following situations have become problematic and are interfering with student success. These are:

- a. Students are leaving their civic engagement requirement until the end of their degree and then scrambling to find "any" experience to fulfil it. For the most part students are not embracing this requirement with intention.
- Students using the non-course pathway are confused by the verification process and do not realize they need to take an additional elective to ensure they have 120 credits upon graduation. Many think the non-course pathway reduces the number of credits they need to graduate.
- c. Students transferring in from other institutions need permission from the Dean's office to use courses that may not have an articulation agreement, but that would meet the civic engagement requirement (e.g., Community Engagement learning project). Academic Advising is consistently having to seek one-off approvals from the Assoc. Dean of Students to allow students to apply such courses/learning experiences to the BA.
- d. The College of Arts generally has more practicum and internship opportunities available than students to fill them. Many of these learning experiences align to the civic engagement learning outcomes and would enhance its assessment and reflective practices.
- e. Students in the Indigenous Studies minor/major cannot apply IPK 402, Indigenous Studies Field Work course without approval from Academic Advising.

Finally, working together CECE and the CoA determined that student use of the CCR system is extremely low. CACC on Feb 14, 2020 approved the discontinuation of the non-course pathway as an option within the BA, and effective September 2020 CECE discontinued the CRC system.

#### **Intercultural Engagement Requirement**

When the BA degree was revised in 2017, intercultural engagement was made explicit as an outcome of the degree and the degree was revised to include course work and/or a non-course pathway option for students to demonstrate how meet the intercultural engagement core competency. While the committee recognizes the importance for BA graduates to be able to demonstrate intercultural engagement, the committee also recognizes there have been many challenges for both students and Academic Advisors in validating this requirement. These challenges are 1) limited course offerings that help students facilitate their application of in-class learning with out-of-class intercultural application and reflection; and 2) limited student engagement with the CCR system and non-course pathway requests that have low quality evidence of intercultural awareness and skills at the university level. As a result, the following situations have become problematic and are interfering with student success. These are:

- a. Students are leaving their intercultural engagement requirement until the end of their degree and then scrambling to find "any" experience to fulfil it. For the most part students are not embracing this requirement with intention.
- b. Students using the non-course pathway are confused by the verification process and do not realize they need to take an additional elective to ensure they have 120 credits upon graduation. Many think the non-course pathway reduces the number of credits they need to graduate.
- c. Students transferring in from other institutions need permission from the Dean's office to use courses that may not have an articulation agreement, but that would meet the intercultural engagement requirement (e.g., Study Tours taken through another institution). Academic Advising is consistently having to seek one-off approvals from the Assoc. Dean of Students to allow students to apply such courses/learning experiences to the BA.
- d. The College of Arts generally has more practicum and internship opportunities available than students to fill them. Likewise, the university's Study Aboard program is under-utilized. Many of these learning experiences align to the intercultural engagement requirement and would enhance its assessment and reflective practices.
- e. Students in the Indigenous Studies minor/major cannot apply IPK 402, Indigenous Studies Field Work course without approval from Academic Advising.

Finally, working together CECE and the CoA determined that student use of the CCR system is extremely low. CACC on February 14, 2020 approved the discontinuation of the non-course pathway as an option within the BA and CECE, effective September 2020 discontinued the CRC system.

#### **Science Literacy Requirement**

When the BA degree was revised in 2017, the science requirement was amended to only include science courses where there was an explicit learning outcome that addressed the ethical applications of science. While the committee recognizes the importance for BA graduates to be able to discern how scientific methods are applied to society, the committee also recognizes the learning, career, and post-university opportunities that are afford to BA graduates when they take an integrated approach to exploring science. Currently there are only 10 course options available to BA students. This is very limited. As a result, the following situations have become problematic and are

interfering with student success. These are:

- a. Students moving from a BSC to a BA often cannot apply their course work in science to the BA. For example, as it stands now a BSc. graduate cannot meet the BA science literacy requirement.
- b. Students moving from the BIS to the BA often cannot apply their course work in science to the BA.
- c. Students transferring in from other institutions cannot apply their course work in science to the BA.
- d. Academic Advising is consistently having to seek one-off approvals from the Assoc. Dean of Students to allow students to apply their science courses to the BA.
- e. The Faculty of Science has not engaged with the BA vetting process in order to have additional science courses added to the BA foundation requirements. As a result, the current BA science requirements is limited to just 10 possible courses a student can use.
- f. Students in the Indigenous Studies minor/major in the past have not been able to apply IPK 477, Traditional Ecological Knowledges as a science course.
- g. Students interested in directing their learning towards challenges related to health and wellness, food security, or environment cannot take sciences courses in Agriculture, Health Science, or Kinesiology for example and have them meet the requirement.
- h. When comparing the UFV BA science requirements with Cap. University, KPU, UBC, TRU and Mt Royal University, UFV's science requirements are restrictive.
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

The only change is in the Science Literacy requirement. The proposed revision will enhance the program's ability to meet a wider range of ILOs. For instance: ILO 2,6, & 9 would now be met.

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

**Civic Engagement and Intercultural Engagement:** As noted above, students taking IPK 402 will be able to apply this course to both civic engagement and intercultural engagement through their My Grad Plan. As IPK 402 is nine credits, a note will be added to calendar copy to outline how this course can be applied as a core competency. This revision will help promote Indigenization as important to civic and intercultural engagement.

**Science Literacy:** As noted above, students taking IPK 477 in the past have not been able to apply Traditional Ecological Knowledges as a science course. This revision would provide greater opportunity for students and promote Indigenization of the BA foundation requirements.

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

**Foundation:** These changes will provide greater clarity for students when planning their degree requirements. They will also increase the options available to students in meeting their "foundation" requirements.

**Civic Engagement and Intercultural Engagement:** These changes will provide greater clarity for students when planning their degree requirements. They will also improve the level of feedback and assessment they received towards building their civic and intercultural engagement core competencies.

**Science Literacy:** These changes will provide greater support and flexibility for students. They will allow students to transfer and to move between degrees once they find the area of study that fits their goals best. The current requirements can trap students into staying in programs that don't align to their personal or post-university goals.

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

No

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

One area CACC identified as a potential gap, as a result of the revisions to the science requirement, would be the development of a Philosophy of Science course or enhancements to ARTS 299 so that students have an explicit opportunity to development criticality around science and ethics. This will be further reviewed this year.

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

No

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

No budget implications.

### **Bachelor of Arts degree**

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

### Program requirements

The BA degree is divided into six learning areas:

- 1. Core competencies
- 2. Second language competence
- 3. Personal and social responsibility competencies
- 4. Career and portfolio development courses
- 5. Subject specific major/minor course requirements
- 6. General elective courses

Students design their degree by selecting courses from within these six learning areas to meet the following requirements:

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

### Foundational

1. <u>Core Competencies</u> (5 courses: 15–17 credits)

| Foundational skillCore<br>Competency Skills  | Requirement <u>: Select one from</u><br><u>each category</u>   | <del>Must be</del><br><del>completed</del><br><u>To be</u><br><u>completed</u> |
|--|--|--|
| <ul> <li>Writing foundation:</li> <li>Students will: <ul> <li>Demonstrate knowledge of how audience, purpose, and situation shape written communication.</li> <li>Employ conventions of organization, presentation, formatting, and style in a range of genres.</li> <li>Use source material ethically and critically in written communication.</li> <li>Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources.</li> </ul> </li> </ul> | <ul> <li>CMNS 120 or CMNS 125</li> <li>ENGL 105</li> <li>A or better in one of English Studies 12 or English First Peoples 12</li> <li>A or better in one of ENGL 091 or ENGL 099</li> </ul>   | Within the<br>first 30<br>credits  |
| <ul> <li>Written, oral, or visual communication</li> <li>Students will:</li> <li>Oral communication option: <ul> <li>Demonstrate confidence and clarity of purpose when speaking in a public context.</li> <li>Employ delivery and organization techniques that strengthen reception of the central idea.</li> </ul> </li> </ul>   | <ul> <li>AH 100, AH 101, AH<br/>102, or AH 204</li> <li>CMNS 235 or CMNS 251</li> <li>ENGL 210</li> <li>FREN 101, FREN 102,<br/>GERM 101, GERM 102,<br/>JAPN 101, JAPN 102,<br/>RUSS 101, RUSS 102,<br/>SPAN 201, SPAN 102,<br/>SPAN 201, SPAN 202<br/>Any 100-level or<br/>higher FREN, GERM,<br/>HALQ, JAPN, MAND,<br/>PUNJ, RUSS, or SPAN</li> <li>GD 101 or GD 102</li> <li>SOC 254</li> <li>THEA 111 or THEA 112</li> </ul> | Within the<br>first 60<br>credits  |

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- Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking.
- Critique one's own and others' oral presentation skills constructively.

### Visual communication option:

- Identify the formal elements of a variety of visual media.
- Analyze visual media within a critical, contextual framework.
- Source and use images ethically.
- Communicate capably with and about images.

## Written communication option:

- Write for different audiences, purposes, and situations.
- Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style.
- Consistently use credible, relevant sources to support ideas or arguments.
- Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission.

VA 113, VA 115, or VA 116

| Critical thinking   |  |                                   |
|---|--|-----------------------------------|
| <ul> <li>Students will:</li> <li>Evaluate arguments and their supporting evidence.</li> <li>Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines.</li> <li>Construct rational arguments.</li> <li>Identify and assess counter-arguments to one's position.</li> </ul>                              | <del>IDS 100 or</del> PHIL 100   | Within the<br>first 30<br>credits |
| <ul> <li>Quantitative literacy</li> <li>Students will: <ul> <li>Explain and interpret information presented in quantitative forms.</li> <li>Convert relevant information into quantitative forms.</li> <li>Draw conclusions from an analysis of quantitative data.</li> <li>Use quantitative evidence in support of an argument.</li> </ul> </li> </ul> | <ul> <li>ECON 100 or ECON<br/>101</li> <li>GEOG 252 or GEOG<br/>253</li> <li>MATH 105, MATH<br/>110, MATH 111,<br/>MATH 123, MATH<br/>140, or MATH 141</li> <li>PSYC 110</li> <li>STAT 104 or STAT 106</li> </ul>              | Within the<br>first 60<br>credits |
| Scien <u>ce requirement</u><br>literacy<br>Students will:<br>• Express positions that are<br>scientifically informed.   | <ul> <li>AGRI 123, AGRI 124,<br/><u>AGRI 129, or AGRI 163</u></li> <li>ASTR 101, ASTR 103, or<br/><u>ASTR 104</u></li> <li><u>BIO 105, BIO 106 Any</u><br/><u>100-level or higher BIO,</u><br/><u>CHEM, or PHYS</u></li> </ul> | Within the<br>first 60<br>credits |



### 2. Second language competency (0–3 credits)

All BA students will demonstrate competency in a language other than English, equivalent to B.C. secondary school Grade 11. Students meet competency by one of the following:

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

### • Successfully completing Levels 1, 2, and 3 of American Sign Language (ASL)

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

Note: Students may not use <u>the same this</u> course to <u>meet additional requirements such as the Second Language</u> <u>Competency or the Personal and Social Responsibility competency</u>. <u>meet a foundational skill requirement or</u> <u>intercultural engagement</u>. Students <u>are welcome</u> wishing to take additional second language courses to meet those requirements.<u>may do so</u>.

### 3. Personal and social responsibility <u>competencies (2 courses, 6-8</u> <u>credits)</u>

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

#### Each aligns with specific outcomes.

| Personal and social responsibility  | Successful students will be able<br>to: Select one course from each<br>category.   | Non-course options  |
|---|--|---|
| Civic engagement  | ARTS 280, ARTS 380, or<br>ARTS 480 (with approval)   | Minimum of 60<br>hours relevant,  |
| <ul> <li>Students will:</li> <li>Articulate the aims and goals of a particular community group or activity.</li> <li>Apply skills and knowledge acquired during BA studies</li> </ul> | <ul> <li>GDS 100/GEOG 109, GDS<br/>260, or GDS 310/GEOG<br/>396/SOC 396</li> <li>GEOG 312, GEOG 412,<br/>GEOG 460, or GEOG<br/>464/GD 464</li> <li>IPK 402 (see Note 2)</li> </ul> | paid or volunteer<br>experience;<br>minimum 60<br>hours relevant co-<br>curricular record<br>experience |

| <ul> <li>with community (external and/or internal university community).</li> <li>Identify ways one's civic engagement benefits the individual and society.</li> <li>Reflect on one's self development and evaluation related to civic identity and participation.</li> </ul>   | <ul> <li>VA 390</li> <li>Approved, relevant<br/>internship or practicum<br/>not listed above</li> </ul>   |  |
|---|---|--|
| <ul> <li>Intercultural engagement</li> <li>Students will: <ul> <li>Identify one's own cultural norms and biases.</li> <li>Articulate characteristics and features of another culture.</li> <li>Interpret intercultural engagement through more than cultural one perspective.</li> <li>Articulate similarities and differences between cultures in a non-judgmental way.</li> </ul> </li> </ul> | <ul> <li>ANTH 111</li> <li>ARTS 280, ARTS 380, or<br/>ARTS 480 (with approval)</li> <li>CMNS 180</li> <li>ENGL 228</li> <li>FREN 103</li> <li>GDS 250/SOC 250 or GDS<br/>311/GEOG 398/SOC 398</li> <li>GEOG 346 or GEOG<br/>466/GD 466</li> <li>HIST 103 or HIST 3960</li> <li>IDS 300G</li> <li>IDS 300G</li> <li>IPK 386, IPK 401, or IPK<br/>402 (see Note 2)</li> <li>JAPN 103</li> <li>LAS 200</li> <li>MACS 399K</li> <li>PACS 200</li> <li>SOC 200</li> <li>Approved, relevant<br/>internship, or practicum,<br/>or study abroad not listed<br/>above</li> </ul> | Minimum of 60<br>hours relevant,<br>paid or volunteer<br>experience;<br>minimum 60<br>hours relevant co-<br>curricular record<br>experience;<br>approved study<br>abroad |

Students may meet these requirements through specific courses or non-credit activities; noncredit activities must reflect the above definitions, demonstrate achievement of the defined outcomes, and require a minimum of 60 hours. Students wishing to meet the requirement through non-credit means should consult with an advisor regarding the approval process. Note <u>1</u>: Students may not use a course applied to their foundational skills requirements to meet their personal and social responsibility requirements other learning areas to meet their -personal and social responsibility requirements.

Note 2: Students may use IPK 402 (9 credits) to meet both the Civic engagement and the Intercultural engagement competencies. Students in the Indigenous Studies major or minor cannot apply IPK 402 to the BA requirements without approval from Academic Advising.

# 4. ePortfolio-Career and portfolio development courses: (2 courses: 6 credits)

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

The ePortfolio is an important tool which not only showcases student learning in the BA, but also allows students an opportunity to invest in their future success. Students may use their ePortfolios to support graduate school applications, work applications, or other post-BA activities.

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

| Course                                  | Must be completed                        |
|---|--|
| ARTS 299 (link to calendar description) | Before 60 credits                        |
| PORT 399 (link to calendar description) | After 90 credits and prior to graduation |

5. Subject specific major/minor course requirements

To plan and/or declare your major, extended minors, or minors please book an appointment with an Academic Advisor at ufv.ca/advising

### When to declare

- Between 30 and 60 credits
- Failure to declare by 60 credits: registration in further courses is blocked

### **Declaration requirements**

- Minimum CGPA of 2.00 on all credits attempted
- Minimum grade of C in each of the three required courses for the subject discipline, unless otherwise stated

### What to declare (minimum)

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

### Available declaration options

| Discipline                                  | Honours  | Major   | Extended<br>minor | Minor |
|---|--|---|-------------------|-------|
| Anthropology                                |  |   | ✓                 | ✓     |
| Applied Ethical and Political<br>Philosophy |  |   |                   | ~     |
| Applied Statistics                          |  |   |                   | ✓     |
| Art History                                 |  |   | ✓                 | ✓     |
| <u>Biology</u>                              |  |   | ✓                 |       |
| Business                                    |  |   |                   | ✓     |
| Communications                              |  |   |                   | ✓     |
| Computer Information<br>Systems             |  |   | ✓                 | ~     |
| Creative Writing                            | ✓<br>(English<br>Honours,<br>Creative Writing) | <ul> <li>(English major, Creative<br/>Writing concentration)</li> </ul> | ~                 | ~     |
| Criminal Justice                            |  |   | ✓                 | ✓     |
| Economics                                   |  | ✓   |                   | ✓     |

| English                            | ✓ | ✓ | ✓                     | ✓ |
|------------------------------------|---|---|-----------------------|---|
| French                             |   | ✓ | <ul> <li>✓</li> </ul> | ✓ |
| Geography                          | ✓ | ✓ | <ul> <li>✓</li> </ul> | ✓ |
| Global Development Studies         |   |   | ✓                     | ✓ |
| Graphic and Digital Design         |   |   | ✓                     | ✓ |
| <u>History</u>                     | ✓ | ✓ | ✓                     | ✓ |
| Indigenous Studies                 |   | ✓ |                       | ✓ |
| Kinesiology                        |   |   |                       | ✓ |
| Latin American Studies             |   |   | ✓                     | ✓ |
| Mathematics                        | ✓ | ✓ | ✓                     | ✓ |
| Mathematics (Statistics<br>option) |   |   |                       | ~ |
| Media and Communication<br>Studies |   |   | ✓                     | ~ |
| Peace and Conflict Studies         |   | ✓ |                       | ✓ |
| Philosophy                         | ✓ | ✓ | <ul> <li>✓</li> </ul> | ✓ |
| Political Science                  |   | ✓ | ✓                     | ✓ |
| Psychology                         | ✓ | ✓ | ✓                     |   |
| Sociology                          |   | ✓ | ✓                     | ✓ |
| Sociology/Anthropology             |   | ✓ |                       |   |
| Theatre                            |   | ✓ | ✓                     | ✓ |
| Visual Arts                        |   |   | ✓                     | ✓ |

### 5.<u>6.</u> General elective courses

To plan and/or explore elective course options please book an appointment with an Academic Advisor at ufv.ca/advising. For complete details on course offerings see the <u>course</u> <u>descriptions</u> section.

Current copy (Important notes, coop, residency, graduation etc) remains.

#### Memo for Program Changes

To: CACC

From: Tetsuomi Anzai

Date: Dec.7 2020

#### Subject: Program change: Bachelor of Fine Arts

- 1. Summary of changes (select all the apply):
  - □ Program revision that requires new resources
  - □ Addition of new course options or deletion or substitution of a required course
  - □ Change to the majority of courses in an approved program
  - □ Change to the duration, philosophy, or direction of a program
  - □ Addition of a new field of specialization, such as a concentration
  - □ Change in requirements for admission
  - □ Change in requirements for residency or continuance
  - □ Change in admission quotas
  - □ Change which triggers an external review
  - $\hfill\square$  Deletion of a program not included in the Program Discontinuance policy
  - ☑ Other Please specify: Addition of CMNS minor option, to the majors in the BFA
- 2. Rationale for change(s): With this, CMNS becomes the second minor option under the BFA major programs (VA & GDD). There is good symmetry between directions in CMNS towards visual communications, and what we have in the BFA which might appeal to students.
- 3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: n/a
- 4. What consideration has been given to indigenizing the curriculum? The minor pre-exists in CMNS. The bulk of Indigenization efforts in SOCA/BFA still reside with the majors in VA, GDD, and the extended minor offered through SOCA programs.
- 5. Will additional resources be required? If so, how will these costs be covered? n/a
- 6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? This shouldn't increase students in SOCA programs it is to provide another minor option in the BFA should students choose.
- 7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? n/a
- 8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) n/a
- 9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective

dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. n/a

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

### AGENDA ITEM # 3.10.



# MEMO

To: Tetsuomi Anzai
From: Jacqueline Nolte
CC: Linda Pardy and Nicole Klassen
Date: 18/02/2021
Re: Budgetary implications in adding a CMNS minor to the BFA

### Adding a CMNS Minor to the BFA

There are no budgetary implications in adding a CMNS minor to the BFA.

1

### Bachelor of Fine Arts

### Program requirements

To receive a Bachelor of Fine Arts degree, students must complete the requirements for either one major or two extended minors. Majors are available in **<u>Graphic and Digital</u> <u>Design</u>** and **<u>Visual Arts.</u>** Extended minor are available in six BFA-related disciplines:

- Art History and Visual Studies
- <u>, Creative Writing</u>
- <u>-Graphic and Digital Design</u>
- <u>, Theatre</u>,
- <u>or Visual Arts</u>.

Minors <u>are available in these six disciplines</u>, as well as in Business and Communications. Minors <u>can be added to majors or any combination of extended minors in the BFA</u>. <del>and extended minors in these six areas or a c<u>or c</u>an also be added to the majors in the BFA.</del>

Students admitted to the degree should seek advice from the BFA Academic Advisor. A formal declaration of program choice should be made and approved by the BFA Academic Advisor after the completion of 30 credits and before 60 credits towards the degree (see the **Declaration of major, extended minors, and minors** section below).

Students in BFA degree programs must complete a minimum of 120 credits:

- At least 45 of the 120 credits must be at the upper level.
- At least 60 credits must be completed at UFV, of which 30 must be upper-level.
- Bachelor of Fine Arts general requirements must be satisfied.
- Requirements for one major or two extended minors must be satisfied.
- A minimum CGPA of 2.00 in the BFA program and a minimum CGPA of 2.00 in all upperlevel credits is required.
- Pre-college or preparatory courses will not satisfy program requirements.

### Programs of study within the BFA degree

. . .

UFV offers majors in <u>Graphic and Digital Design</u> and <u>Visual Arts</u>, and extended minors and minors in six disciplines related to fine arts: <u>Art History and Visual Studies</u>, <u>Creative</u> <u>Writing</u>, <u>Graphic and Digital Design</u>, <u>Media and Communication Studies</u>, <u>Theatre</u>,

and <u>Visual Arts</u>. Graduation requirements can be met by completing the course of study for the major, or by completing the course of study for two extended minors. <u>Extended Minors and/or extended minors in these subject areas and in Business and Communications</u> -may be added at the student's discretion to either the major or a double extended minor program. Minors are not available in the BFA from other Arts areas.

### Declaration of major, extended minors, and minors

Students who have been admitted to the Bachelor of Fine Arts program may formally declare a major, extended minors, or minors after they have completed at least 30 credits in the program with a minimum CGPA of 2.00 on all credits attempted, provided that they have also met the declaration requirements of the subject discipline where applicable. Formal declaration is completed by appointment with the BFA Academic Advisor.

Students must declare at least one major or two extended minors by the time they have completed 60 university-level credits. Students who have completed 60 credits but have not yet declared at least one major or two extended minors will not be permitted to register. Exceptions may be made in special circumstances by the BFA Academic Advisor.



### MEMO

**TO:** Samantha Pattridge, Chair, UEC

FROM: David Johnston, University Registrar

DATE: February 4, 20221

RE: Visiting Student Updates

The current calendar entry for visiting students is somewhat confusing and does not allow UFV to control admission of this category of student, particularly for limited entry programs, and high demand courses.

Attached is a proposed revision to the current Calendar that that provides improved language and structure for inbound and outbound students. Additionally, there is an added restriction for UFV students studying elsewhere in their graduation semester. Many of these students are not able to provide official transcripts in time to be approved for admission, so it is important to make them aware of this at the time they apply to be a Visiting Student.

We seek to have this in place for the 2021 – 2020 Calendar year.

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#### **University of the Fraser Valley**

#### **Visiting students**

### Visiting students studying at UFV

Visiting students are those from another institution who register at UFV and who plan to transfer their UFV course(s) back to their home institution.

To qualify as a Visiting Student at UFV, applicants must be in good academic standing at their home institution and present an Official Transcript and Letter of Permission. Admission as a Visiting Student may be limited for programs with additional entry and continuance requirements and for high demand courses. Once admitted, Visiting Student status is valid for up to two consecutive semesters. Students wishing to apply for a subsequent semester will need to submit another application for admission to the semester they wish to attend.

English is the primary language of instruction at UFV. All prospective visiting students are required to meet the degree/diploma level English language proficiency standards proficiency before they are admitted.

A visiting student who subsequently decides to transfer to UFV must meet the entrance requirements at the time of application to a credential or program. Credits earned as a Visiting Student may be applied to the UFV credential upon approval by the student's program.

#### UFV students visiting at another institution

UFV students wanting to take a course at another post-secondary institution and apply that course to their program at UFV are required to complete a request for Letter of Permission form prior to attending another institution.

Only currently registered UFV students who are in good academic standing are eligible to be considered to study elsewhere on a letter of permission. Students who are on academic warning, probation, or required to withdraw status, or new students who have not yet completed any UFV courses, are not normally eligible to receive a Letter of Permission

Interested students should submit the request for Letter of Permission form to the Office of the Registrar where the transferability of the requested course(s) will be determined. Final approval is provided the by the applicant's academic program office.

UFV Students who apply to be a visiting student while taking the last course(s) required to complete their credential will normally need to wait until the next semester to be considered for graduation.



### MEMO

- **TO:** Samantha Pattridge, Chair, UEC
- Copy: Amanda Grimson

FROM: David Johnston, University Registrar

- DATE: February 4, 20221
- RE: Creation of Open Studies

The Admissions Office is seeking to convert the current "Studying for General Interest" admission category to "Open Studies." The current category limits our ability to communicate with, and attract, those wishing to take academic courses without the intent to complete a UFV credential. Many of those in this group are high achieving students wishing to enter professional schools and graduate programs, or members of our local business community needing professional development. The attached provides more contemporary language and provides explicit entry requirements for prospective students wishing to study here. The proposal also limits the number of credits a person can take as an Open Studies student.

We seek to have this in place for the 2021 – 2020 Calendar year.

1

#### **Convert Studying for General Interest to Open Studies**

#### Current

Studying for General Interest is for students who are interested in taking individual courses, but who do not intend to pursue a credential. Students with a university degree who want to take courses for interest or to prepare for application to other programs should apply using this category.

#### Entrance requirements

Studying for General Interest students must meet the following minimum entrance requirements.

One of the following:

- B.C. secondary school graduation or equivalent;
- Completion of a minimum of nine UFV or transferrable post-secondary credits with a minimum GPA of 2.00 (C average) based on all credits attempted; or
- Minimum 19 years of age by the first day of classes.

#### Proposed

### **Open Studies**

Applicants who do not intend to complete a UFV Credential, but are interested in taking courses are invited to apply under the Open Studies category. This category is suitable for those wishing to take courses for general interest, preparation for graduate or professional programs, or for professional development.

#### Entrance requirements;

### For those without a University Degree or 2 Year diploma

Either

- B.C. secondary school graduation or equivalent with a minimum C average on English Studies 12 or English First Peoples 12 (or equivalent) and 2 additional course from the list of approved courses;
  - or
- Completion of nine or more transferrable post-secondary credits with a minimum cumulative GPA of 2.00 (C average) based on all courses attempted. (Those with less than 9 credits completed will be considered based on their high school diploma.)

Those who do not qualify under one of the above may consider applying to Qualifying Studies.

### For those with a University degree or 2-year Diploma

Entrance requirements;

Either

• Graduation from a recognized institution with a 2-year Diploma or equivalent and a minimum cumulative GPA of 2.00 (C average) based on all courses attempted;

or

• Graduation from a recognized institution with a 3 or 4-year Bachelor's degree or equivalent and a minimum cumulative GPA of 2.00 (C average) based on the last 60 credits attempted.

Those who do not qualify under one of the above may consider applying to Qualifying Studies.

English is the primary language of instruction at UFV. All prospective Open Studies students are required to meet the degree/diploma level English language proficiency standards proficiency before they are admitted.

### **Limitations and Restrictions**

- Some UFV courses require an English Studies 12 grade higher than a C
- Those admitted under this category are limited to a total of 36 credits. Those with special circumstances wishing to take more courses can apply for an extension through the Registrar's Office.
- Credits earned while an Open Studies student may be transferred to a UFV credential subject to the regulations in place at the time they are admitted to their desired program.
- Admission as an Open Studies student does not guarantee registration for any course offered, nor does it imply future admission to a UFV credential or program.
- For courses with prerequisites, it is the student's responsibility to demonstrate to the relevant academic department that they have met the prerequisites.
- Open Studies students may only take graduate courses with the approval of the Associate Vicepresident Research, Engagement & Graduate Studies

### AGENDA ITEM # 4.2.



# MEMO

| Samantha Pattridge, Chair, Undergraduate Education Committee; Peter Geller, Vice- Provost and AVP, Academic |
|---|
| Bruce Kirkley, Associate Director, Program Development and Quality Assurance                                |
| 18/02/2021  |
| Revision to Process for Approval of Associate Certificates  |
|   |

The Program Development and Quality Assurance office proposes a change to the process used for review and approval of associate certificates in areas where higher-level credentials already exist.

As outlined in the Credentials policy (64), associate certificates require 9 to 17 credits. In most cases, these short programs are offered to recognize completion of a defined cluster of courses focusing on a specific topic. Academic units that offer associate certificates will usually have higher-level credentials in closely related areas of study. In this respect, the development of an associate certificates is similar to the development of a new minor in an area where a major or degree program already exists. Given this, the PDQA office proposes that the process for the development of an associate certificate in an area where a higher-level credential exists be aligned with that used for new minors.

Currently, departments wishing to create an associate certificate must have a concept paper approved prior to development of a full program proposal. Transitioning to a process similar to new minors would remove the need for a concept paper. Program working groups would proceed directly to developing the full proposal and would then follow the process for approval of non-degree programs, as follows:



Since a concept paper is not required, associate certificate proposals that follow the revised process would need to be approved by APPC and Senate. Proposals for associate certificates in areas where a higher-level credential does *not* exist would still need to have a concept paper approved; however, in these instances, the full proposal is then submitted to APPC and Senate for information.

MOTION: That UEC approves revision of the approval process for associate certificate proposals to remove the requirement for approval of a concept paper in instances where a higher-level credential in a closely related area already exists.



### MEMORANDUM

| то:   | APPC, UEC, SBC, Senate, Board of Governors,                                  |
|-------|--|
| FROM: | James Mandigo, Provost & VP, Academic  |
| DATE: | February 10, 2021  |
| RE:   | Program Suspension renewal - AME- Aircraft Structures Technician certificate |

For the reasons outlined in the attached memo from Peter Geller, Interim Dean, Faculty of Applied and Technical Studies dated January 27, 2021 and as per the Discontinuance Policy (222), I have approved the suspension-renewal for the AME- Aircraft Structures Technician certificate offered through the School of Trades in the Faculty of Applied and Technical Studies. The suspension is renewed for an additional two years and is expected to be reinstated or discontinued by Fall 2023.

Attachment:

• Memo from Faculty of Applied and Technical Studies



TO: JAMES MANDIGO, PROVOST AND VP ACADEMIC

FROM: PETER GELLER, INTERIM DEAN, FACULTY OF APPLIED AND TECHNICAL STUDIES

PROGRAM: AIRCRAFT MAINTENANCE ENGINEER, STRUCTURES CERTIFICATE PROGRAM

SUBJECT: PROGRAM SUSPENSION RENEWAL

DATE: JANUARY 27, 2021

#### **SECTION 1**

Aircraft Maintenance Engineering – Structure (AME – S) certificate program, School of Trades, Faculty of Applied and Technical Studies.

#### SECTION 2

This is a renewal of the suspension which began September 2019. Renewal of suspension to take effect September 2021.

### SECTION 3

Renewal of suspension is for an additional two years.

#### SECTION 4

The original rationale for suspension was long term declining enrolment coupled with poor and declining student completion rates. Given the impacts of COVID-19 on the aviation industry it is decided to continue with the suspension. Discontinuance is a likely result in 2023.

#### **SECTION 5**

No further consultation has taken place with stakeholders given the nature of the original suspension.

#### SECTION 6

Not applicable as there are no current students in the program. Note that any prospective students interested in the program are directed to Okanagan College which offers the Aircraft Structural Technician and Aircraft Maintenance Engineer programs.

### SECTION 7

No further information is provided.

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