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

## AGENDA

## 1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES
2.1. UEC draft minutes: January 29, 2021

MOTION: To approve the draft minutes as presented.

## 3. COURSES AND PROGRAMS

### 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.

### 3.2. Health Studies

Changes including corequisites and total hours: DENT 130
Changes including credits, corequisites, and total hours: DENT 131
Changes including title, credits, and corequisites: DENT 132
Changes including credits and corequisites: DENT 134
Changes including corequisites: DENT 136, 137
Changes including credits, corequisites, total hours, and course number: 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.

### 3.3. Information Studies

Review with changes including title and total hours: LIBT 100
Review with changes including title, pre/corequisites, and total hours: LIBT 115
Review with changes including title, prerequisites, and total hours: LIBT 120
Review with changes including title and total hours: LIBT 140, 145, 205
MOTION: To approve the LIBT course outlines as presented.

### 3.4. Social Work and Human Services

New course: SOWK 460, Special Topics in Social Work
MOTION: To approve the SOWK 460 course outline as presented.
3.5. Agriculture

Changes including prerequisites: AGRI 143
Changes including total hours: AGRI 238
Changes including prerequisites and total hours: AGRI 254
Changes to program requirements: Agriculture Technology diploma
Changes to program requirements: Horticulture Crop Production and Protection certificate
Changes to program requirements: 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.

### 3.6. Engineering

New course: CHEM 116, Structured Programming for Engineers
New course: ENGR 115, Engineering Optics
New course: ENGR 123, Engineering Design I: Design and Drafting
New course: ENGR 124, Engineering Design II: Design and Sustainability New course: 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
presented, effective September 2021.
3.7. Mathematics and Statistics

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

Changes to entrance and program requirements: Associate of Science
MOTION: To recommend the changes to the Associate of Science as presented, effective September 2021.
3.9. Arts

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.
3.10. Fine Arts

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

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

Page

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

### 5.1. Program suspension renewal: Aircraft Structures Technician certificate

6. ADJOURNMENT

## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

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

| PRESENT: | Johnston, David Johnston, Gilmour Jope, Bruce Kirkley, Rashad Mammadov, David McGuire, |
| :--- | :--- |
|  | Elaine Newman, Linda Pardy, Samantha Pattridge, Teresa Arroliga-Piper, Shelley Stefan, Sven |
| Van de Wetering, and Martin Warkentin |  |

## 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

Review with changes including title: ENGL 214, 301, 369, 380
Review with changes including title and prerequisites: ENGL 228
Review with changes including prerequisites: ENGL 270, 378, 381
MOTION:
To approve the ENGL course outlines as amended:

- 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

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
Changes to entrance and program requirements: Criminal Justice diploma Changes to entrance and program requirements: 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

## 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

1. 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.

## 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

ORIGINAL COURSE IMPLEMENTATION DATE:<br>September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: THEA 105 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Reading and Writing About Drama <br> Course Short Title: Reading \& Writing About Drama <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 Humanities |  | Department (or program if no department): Theatre |  |  |
| Calendar Description: <br> Examines diverse examples of dramatic literature as both literary genre and blueprint for performance, including examples of Indigenous drama or performance texts. Emphasis is on developing a vocabulary for discussing drama, analyzing formal and literary elements of drama, and writing about drama for academic and popular contexts. <br> Note: Students with credit for ENGL 130 cannot take this course for further credit. |  |  |  |  |
| Prerequisites (or NONE): | (C+ or better in English Studies 12, English First Peoples 12, English 12, or English Literature 12) or (CPT score of 48 or better) or (evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm). |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): |  |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): ENGL 130 <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 20 | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Tutorials/workshops |  | 25 | Submit outline for (re)articulation: |  |
| Supervised laboratory hours |  |  | $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Experiential (field experience, practicum, int | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 25 <br> Expected Frequency of Course Offerings: <br> Annually (Every semester, Fall only, annually, etc.) |  |
|  | Total hours | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Heather Davis-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 |

## Learning Outcomes：

Upon successful completion of this course，students will be able to：
－Explain basic literary and dramatic elements of a script，including genre，dramatic structure and plot，language，and characters．
－Outline the relationships between scripts，performance practices，and production choices．
－Relate plays to their social，cultural，and artistic contexts．
－Identify what distinguishes dramatic literature from other forms of literature．
－Compare specific elements of different plays．
－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．
－Formulate questions about plays that can be addressed through textual analysis or further research．
－Present ideas and factual information to peers in formal and informal contexts．

## Prior Learning Assessment and Recognition（PLAR）

$\boxtimes$ Yes $\quad \square$ No，PLAR cannot be awarded for this course because
Typical Instructional Methods（Guest lecturers，presentations，online instruction，field trips，etc．；may vary at department＇s discretion．） Lecture，discussion，guest lecturers，writing workshops．

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， | rnal， |  | Current ed． | d．Publisher | Year |
| 1．Wasserman，J．（ed．） | Modern Canadian Plays，Volume 2 （5 ${ }^{\text {th }}$ Edition） |  |  | 区 | Talonbooks | 2013 |
| 2．Shakespeare，W． | Othello |  |  | 区 | Folger | 2004 |
| 3．Pierre，J． | Shakespeare＇s Nigga |  |  | $\square$ | Playwrights Canada Press | 2013 |
| 4. Osawabine，J．\＆Hengen，S． （eds．） | Stories from the Bush－The Woodland Plays of De－ ba－jeh－mu－jig Theatre Company |  |  | 区 | Playwrights Canada Press | 2009 |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam： $20 \%$ | Assignments： | 70\％ | Field experience： | \％$\quad$ P | Portfolio： | \％ |
| Midterm exam：\％ | Project： | \％ | Practicum： | \％P | Participation： | 10\％ |
| Quizzes／tests：\％ | Lab work： | \％ | Shop work： | \％T | Total： | 100\％ |

Details（if necessary）：Assignments include in－class writing，presentations，and both formal and informal writing．

## Typical Course Content and Topics

Week 1 How does theatre tell stories？Writing：getting started．
Week 2 Kim＇s Convenience．Conventions of realism．Interculturalism．Writing：how to identify your main idea．Response 1：personal reflection．
Week 3 Kim＇s Convenience．How do playwrights tell us about characters？Writing：developing an argument．
Week 47 Stories．Philosophy and theatre，relationships between character and existentialism．Writing：creating an outline，workshop for informal writing assignment 1．Response 2：character analysis．Performance workshop．
Week 57 Stories．How do playwrights construct stories：comparing climatic，episodic，and non－linear structures．Writing：effective introductions．Informal writing assignment 1 due．
Week 6 Harlem Duet．Representations of space，place，and time．Generating questions about drama．Writing：review assignment 1， supporting ideas．Response 3：dramatic structure．Performance workshop．
Week 7 Othello．Genres：histories and characteristics of dramatic genres．Writing：body paragraphs，strong transitions，
Week 8 Shakespeare＇s Nigga．Postmodernism and performance，intertextualism．Writing：editing and proofreading，workshop for informal writing assignment 2．Response 4：personal reflection．
Week 9 Shakespeare＇s Nigga．Performance as social intervention．Writing：MLA format．Informal writing assignment 2 due．
Week 10 Ali \＆Ali and the aXes of Evil．Reading drama vs．watching theatre．Technologies in performance．Response 5：Genre． Performance workshop．
Week 11 Ali \＆Ali and the aXes of Evil．How does theatre create meaning for audiences？Material conditions of theatre．Writing：formal conventions．
Week 12 The Edward Curtis Project．＂We have to stand＂：Indigenous theatre in Canada．Writing：formal argumentation and evidence， workshop for formal essay．Response 6：themes．
Week 13 The Edward Curtis Project．Digital technologies and theatre，interdisciplinary performance in Canada．Writing：creative writing workshop．Formal essay due．

## 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):
$\square$ Program revision that requires new resources
$\boxtimes$ Addition of new course options or deletion or substitution of a required courseChange to the majority of courses in an approved programChange to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentrationChange in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion of a program not included in the Program Discontinuance policyOther - 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 upperlevel creative practice and capstone options and to allow students to also take an additional lowerlevel 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: $\underline{3027} 24$ credits

| Course | Title | Credits |
| :---: | :---: | :---: |
| Lower-level performance studies |  |  |
| THEA 101 | Introduction to Theatre and Performance Studies | 3 |
| THEA 105 | $\underline{\text { Reading and Writing About Drama (see Note) }}$ | $\underline{3}$ |
| Two of: (must include at least one of THEA 203/ENGL 233 or THEA 204/ENGL234) |  | 6 |
| THEA 203/ 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 |


| THEA 123 | Stagecraft Technical Theatre II | 3 |
| :---: | :---: | :---: |
| THEA 299 | Theatre Production Practicum | 3 |
| Lower-level Theatre electives |  |  |
| Plus: | TwoOne additional lower-level THEA courses, not to include THEA 111 or THEA 210 | 63 |
| Plus: | 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: $1 \underline{8} 5$ credits

| Course | Title | Credits |
| :--- | :--- | :---: |
| THEA 101 | Introduction to Theatre and Performance <br> Studies | 3 |
| THEA 105 | $\underline{\text { Reading and Writing About Drama (see Note }}$ | $\underline{3}$ |
| THEA 112 | Acting I: Essentials of Acting | 3 |

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 12: 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
$\boxtimes$ Number and/or course code - only applies to DENT 150 (formerly DENT 152A)
$\boxtimes$ 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)
$\boxtimes$ Title - only applies to DENT 132
$\boxtimes$ Calendar description
$\square$ Prerequisites and/or co-requisites
$\square$ Frequency of course offering
$\boxtimes$ Learning outcomes - revisions to strengthen wording and description so they align with UFV guidelinesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methods
$\boxtimes$ Discontinuation of course - See DENT 145 (content moved to DENT 131/content overlap removed)
$\boxtimes$ 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 3 |  | Credit |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Course Hours | Credits | Course Hours | Credits | Course Hours | Credits |  |
| 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: <br> Dent 152A - 196 hrs | 4 | Dent 152B-100 hrs | 2 | Dent 162-120 hrs | 2.5 | 8.5 |
| Practicum: |  | Dent 138-120 hrs | 2.5 | Dent 148-120 hrs | 2.5 | 5 |
|  |  |  |  | TOTAL PROGRAM C | DITS: | 40 |

## Theory Hours Range per credit:

18-24 hrs = 1 credit
$30-35 \mathrm{hrs}=1.5$ credits
$40-45 \mathrm{hrs}=2.5$ credits
$50-55$ hrs $=3$ credits
$70-75$ hrs $=4$ credits
Clinic and Practicum credit per hours:
$50 \mathrm{hrs}=1$ credit

Table 2. Course Specific Revisions

| Course Code and Title | Revisions |
| :---: | :---: |
| DENT 130 - <br> Dental Professionalism | - Hours changed to reflect 33hrs -1.5 credits. <br> - 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 content was that it better aligned in the basic dental assisting course and less suited in the professionalism course. A few minor objectives on professional communication were also moved from Dent 131 to Dent 130 where there are more suited. Have also added some minor content to Dent 130 that was identified as being deficient in the curriculum. So overall credit to this course will not change, just a minor reduction in course hours. <br> - Course Description updated <br> - Clean up and update of Learning outcomes <br> - Addition of minor content updates- added course objective/content (result from identified curriculum content deficiencies) <br> - Minor content sections moved to DENT 131 <br> - New course outline to be implemented in the fall of 2021 |
| DENT 131 - <br> Basic Dental Assisting <br> *Previously 1.5 credits | - Hours changed to reflect 57hrs/3 credits. <br> - Content updated - minor content moved from DENT 130 <br> - Content moved from DENT 145 <br> - 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). <br> - Course description updated <br> - Clean up and update of learning outcomes |
| DENT 132 - <br>  <br> Physiology <br> *Previously called Patient <br> Assessment <br> *Previously 2.5 credits | - Credits changed to $\mathbf{5 4}$ hrs/3 credits. <br> Course credits were increased from a 2.5 credit to a 3 credit course to better reflect the rigor required for both in class and outside class hour workload for this course. <br> - Title changed to Head and Neck Anatomy (to align better with course content) <br> - Clean up and update for course description <br> - Clean up and update for learning outcomes |


|  |  |
| :---: | :---: |
| DENT 134 - <br> Preventive Dentistry <br> *Previously 2 credits | - Credits changed to $\mathbf{4 2 h r s} / 2.5$ credits <br> - Minor increase in credits, changed from a 2 credit to 2.5 credit course to better reflect the course workload for this course and to better align with the CDA Program Credit Standards. <br> - Couse description updated <br> - Learning outcomes cleaned up and updated |
| DENT 136 - <br> Restorative Assisting | - Course description updated <br> - Clean up and update of learning outcomes |
| DENT 137 - <br>  <br> Prosthodontics <br> *formerly DENT 137/140A | - Course code and number change: DENT 137 <br> - Calendar description updated <br> - Learning outcomes updated |
| DENT 152A - <br> Clinical Dental Assisting | - Hours changed to reflect 196 hrs/4 credits. <br> - Only one course outline currently exists that combines the 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. <br> - Calendar description updated <br> - Learning outcomes updated |
| DENT 145 - <br> Charting \& Annotation <br> *Removed as a course course objectives/content moved to Dent 131. | - Removal of Dent 145 as a course. <br> - Some content being moved to DENT 131- Basic Dental Assisting course where theory delivery it better suited. <br> - Identified repetition in some course content that warrants removal. Content already covered in winter term Dent 142Dental Reception Course. <br> - 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): February 2027 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: DENT 130 |  | Number of Credits: 1.5 |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Dental Professionalism Course Short Title: Dental Professionalism |  |  |  |  |
| Faculty: Faculty of Health Sciences |  | Department: Health Studies |  |  |
| Calendar <br> 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 Assistant certificate. |  |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): | N/A |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) <br> This course is offered with different topics: <br> No $\square$ Yes (If yes, topic will be recorded when offered.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> $\boxtimes$ No $\square$ Yes, repeat(s) $\square$ Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 3342 | Transfer credit already exists: (See bctransferguide.ca.)$\boxtimes \text { No } \square \mathrm{Yes}$ |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation:$\boxtimes \text { No } \square \text { Yes (If yes, fill in transfer credit form.) }$ |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall only (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | 3342 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square \mathrm{Yes}$ |  |  |  |  |
| Department / Program Head or Director: Cindy 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:

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

- Explain the key features of Certified Dental Assisting as a profession.
- Determine key attributes to professional standards in Certified Dental Assisting.
- Discriminate between personal and professional values.
- Apply effective oral, written and electronic communications.
- Discuss key concepts in the field of teaching and learning including learning styles, ways of knowing, generational considerations, and cross-cultural considerations.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\quad$ No, PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements.

## Typical Instructional Methods

Lecture, group work, case studies, presentations, hybrid course delivery.
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. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting $13^{\text {th }}$ edition | 区 | Elsevier, Saunders | 2020 |
| 2. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting Workbook 13 ${ }^{\text {th }}$ edition | 区 | Elsevier, Saunders | 2020 |
| 3. | DENT 130 Course Pack |  |  |  |

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)
Kilgore Dental Model-prepared teeth

## Typical Evaluation Methods and 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 necessary):

## Typical Course Content and Topics

Concepts of professionalism

- Evolution of profession
- Roles of the dental healthcare team
- Deportment
- Professional responsibility
- Professional organizations

Concepts of ethics

- Values clarification
- Personal values and professional values
- Code of ethics
- Ethical dilemmas

Legislation and practice standards for Certified Dental Assistants

- Regulatory authorities
- CDSBC bylaws
- Standards of practice for CDAs in B.C.
- Legal terms/concepts related to dental profession
- Legal significance of client records

Concepts of communication

- Basic concepts of communication
- Self-awareness and emotional expression
- Relationship bridges and barriers
- Styles and principles of communication
- Basic interviewing techniques
- Conflict resolution strategies

Concepts of teaching and learning principles

- Learning styles
- Ways of knowing
- Generational considerations
- Cross cultural considerations

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

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


## Learning Outcomes:

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

- Describe various areas, equipment and maintenance of the dental office.
- Discuss ergonomics for the dental team and factors that affect risk of injury.
- Describe use and maintenance of the operating field.
- Explain proper instrument use and transfer.
- Demonstrate dental charting including assessing health histories, and management of patient files.
- Explain elements of disease transmission.
- Identify processes to protect patients and dental personal from infection.
- Explain microbiological concepts and procedures and application of infection control as it relates to a dental office.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\quad \boxtimes$ No, PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements.

## Typical Instructional Methods

Lecture, demonstration, small and large group discussions, videos, blended course delivery.
NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

| Author (surname, initials) | Title (article, book, journal, etc.) |  | Current ed | Publisher | Year |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Bird, D.L. \& Robinson, D.S. | Modern Dental Assisting 13th ed. |  | 区 | Elsevier | 2020 |
| 2. Bird, D.L. \& Robinson, D.S. | Modern Dental Assisting Workbook 13th ed. |  | 区 | Elsevier | 2020 |
| 3. | DENT 131 Course Pack |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |
| Final exam: 40\% | Assignments: $35 \%$ | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 15\% | Project: \% | Practicum: | \% | . | \% |
| Quizzes/tests: 10\% | Lab work: \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

The dental office

- General areas of dental office
- Equipment and maintenance
- Responsibilities of dental assistant in functioning of a dental office

Waterlines

- Role of biofilm
- Bacterial contamination
- Reduction of biofilm

Ergonomics

- Neutral working position
- Risk factors for injury
- Exercises to reduce injury

Positioning

- Dental team positioning
- Patient positioning

Operating field

- Illumination
- Retraction
- Oral evacuation
- Isolation technique

Instrument use and transfer

- Tray set-ups
- Basic transfer techniques
- Various armamentarium

Charting and annotation

- Basic rules and importance of the patient file
- Charting nomenclature
- Fee guide
- Services rendered
- Periodontal charting

Infection control

- Infectious diseases
- Methods of sterilization

Latex Allergies and WHMIS

- MSDS
- Hazardous materials

Microbiology

- Modes of disease transmission

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

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

| Course Code and Number: DENT 132 |  | Number of Credits: 3 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Anatomy and Physiology of the Head and Neck Course Short Title: Anatomy \& Phys: Head \& Neck |  |  |  |  |  |
| Faculty: Faculty of Health Sciences |  | Department: Health Studies |  |  |  |
| Calendar <br> Focuses on oral anatomy and physiology including the dentition, structures of the oral cavity and the head and neck. Oral embryology is discussed and skeletal structures, blood, nerve, and muscle supply to the head and neck are examined in preparation for the introduction of local anesthesia. |  |  |  |  |  |
| Prerequisites (or NONE): | Admission to the Certified Dental Assistant certificate. |  |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): | N/A |  |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) This course is offered with different topics:$\square$ No $\square$ Yes (If yes, topic will be recorded when offered.) |  |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> $\boxtimes$ No Yes, <br> repeat(s) $\square$ Yes, no limit |  |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |  |
| Typical Structure of Instructional Hours |  |  |  |  |  |
| Lecture/seminar hours |  | 54 | $\boxtimes \text { No } \square \mathrm{Yes}$ |  |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation:$\boxtimes \text { No } \square \text { Yes (If yes, fill in transfer credit form.) }$ |  |  |
| Supervised laboratory hours |  |  |  |  |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Cre |  |  |
| Supervised online activities |  |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall only (Every semester, Fall only, annually, etc.) |  |  |
|  | Total hours | 54 |  |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |  |
| Department / Program Head or Director: Cindy 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:

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

- Identify landmarks of the head and oral cavity.
- Identify the types, function and related anatomical landmarks of teeth.
- Describe the components of the periodontium.
- Describe intraoral soft tissues.
- Differentiate between the types of dental occlusion.
- Discuss the orofacial complex in relation to the oral cavity.
- Identify head and neck tissues in relation to the oral cavity.
- Describe innervation of the face and oral cavity.
- Identify pain control methods to help assist in anesthetic procedures.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\boxtimes$ No, PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements.
Typical Instructional Methods
Lecture, group work, case studies, presentations, hybrid course delivery

## 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, b | rnal, |  | Current ed. | d. Publisher | Year |
| 1. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting $13^{\text {th }}$ edition |  |  | 区 | Elsevier, Saunders | 2020 |
| 2. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting Workbook $13{ }^{\text {th }}$ edition |  |  | 区 | Elsevier, Saunders | 2020 |
| 3. | Dent 132 Course Pack |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 25\% | Assignments: | 25\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 25\% | Project: | \% | Practicum: | \% | Participation: | \% |
| Quizzes/tests: $25 \%$ | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

Landmarks of the face and oral cavity

- Body systems
- Regions and landmarks of head
- Regions and landmarks of oral cavity

The dentition

- Dental arches
- Types of teeth
- Functions of teeth
- Tooth morphology

The periodontium

- Gingival unit and attachment apparatus

Intra-oral soft tissues

- Identify soft tissues
- Describe the tongue and taste buds
- Identify major salivary glands
- Functions and components of saliva


## Occlusion

- Angles classification of occlusion

Orofacial complex

- Development of orofacial complex
- Tooth development
- 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): February 2027 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: DENT 134 |  | Number of Credits: 2.5 |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Preventive Dentistry Course Short Title: |  |  |  |  |
| Faculty: Faculty of Health Sciences |  | Department: Health Studies |  |  |
| Calendar <br> Emphasizes the prevention of and factors influencing common dental diseases. The promotion of oral health through the use of oral self-care and use of therapeutics and fluoride therapy is examined. Students will learn about teaching and learning strategies as it relates to oral health promotion. |  |  |  |  |
| Prerequisites (or NONE): | Admission to the Certified Dental Assistant certificate. |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): | N/A |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) <br> This course is offered with different topics: <br> $\boxtimes$ No $\square$ Yes (If yes, topic will be recorded when offered.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) $\square$ No Yes, repeat(s) $\square$ Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 42 | $\boxtimes$ No $\square$ Yes |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: <br> $\boxtimes$ No $\square$ Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades <br> Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall only (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | 42 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: C | ndy 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:

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

- Explain preventative dentistry.
- Discuss factors affecting oral health.
- Examine the impact of hard and soft deposits on oral health.
- Describe tools and techniques for oral self-care.
- Examine therapeutics for managing oral diseases.
- Identify strategies for teaching oral health to patients.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes
$\boxtimes$ No, PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements.

## Typical Instructional Methods

Lecture, group work, case studies, presentations, hybrid course delivery.
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. | d. Publisher | Year |
| 1. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting $13^{\text {th }}$ edition |  |  | ® | Elsevier, Saunders | 2020 |
| 2. Bird, D.L., \& Robinson, D.S. | Modern Dental Assisting Workbook $13^{\text {th }}$ edition |  |  | 区 | Elsevier, Saunders | 2020 |
| 3. | DENT 134 Course Pack |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 30\% | Assignments: | 45\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: $20 \%$ | Project: | \% | Practicum: | \% | Participation: | \% |
| Quizzes/tests: 5\% | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

Concepts of preventive dentistry

- Philosophy
- Factors influencing dental health
- Determinants of health
- Role of Human Relations and health promotion

Tobacco/vaping cessation
Hard and soft deposits

- Plaque biofilm
- Caries process
- Caries risk assessment
- Calculus and stains

Oral self-care devices

- Visualizing agents
- Brushing and flossing methods
- Specialized devices

Oral therapeutics

- Dentifrices
- Mouth washes, rinses
- Adjunct therapeutics
- Etiology of dental sensitivity
- Desensitizing agents

Oral health promotion

- Patient Learning
- Teaching strategies

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

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


## Learning Outcomes：

Upon successful completion of this course，students will be able to：
－Categorize dental instruments according to restorative procedures．
－Apply common isolation materials to maintain the operating field．
－Describe properties，uses and handling of restorative，esthetic，and intermediary materials．
－Select and mix intermediary materials according to manufacturer＇s directions．
－Follow application procedures for placement of intermediary materials．
－Classify cavity preparations．
－Assemble and place matrix systems．
－Select and assemble armamentarium and equipment for restorative procedures．
－Assist for mock restorative procedures．

## Prior Learning Assessment and Recognition（PLAR）

$\square$ Yes $\quad \boxtimes$ No，PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements．
Typical Instructional Methods
Lecture，demonstration，small and large group discussions，videos，blended course delivery．
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．Bird，D．L．\＆Robinson，D．S． | Modern Dental Assisting 13th ed． | 囚 | Elsevier | 2020 |
| 2．Bird，D．L．\＆Robinson，D．S． | Modern Dental Assisting Workbook 13th ed． | 区 | Elsevier | 2020 |
| 3．Boyd，L．R． | Dental Instruments：A Pocket Guide 7th ed． | 区 | Elsevier | 2020 |
| 4. | DENT 136 Course Pack |  |  |  |

Required Additional Supplies and Materials
Kilgore magnetic dental model and tooth preps
Typical Evaluation Methods and Weighting

| Final exam： | $40 \%$ | Assignments： | $25 \%$ | Field experience： | $\%$ | Portfolio： | $\%$ |
| :--- | ---: | :--- | ---: | :--- | ---: | :--- | ---: |
| Midterm exam： | $\%$ | Project： | $5 \%$ | Practicum： | $\%$ | Online Discussion \＆Participation： | $15 \%$ |
| Quizzes／tests： | $15 \%$ | Lab work： | $\%$ | Shop work： | $\%$ | Total： | $100 \%$ |

## Details（if necessary）：

## Typical Course Content and Topics

Dental Instruments and accessories
－Identification and use
－Matrix systems
－Tray systems and color coding
Isolation materials and applications
－Cotton roll techniques
－Dental dam
Restorative and esthetic dental materials
－Direct and indirect restorations
－Amalgam，composite，glass ionomer，and temporary restorative materials
－Mercury hygiene and safety
Intermediary materials
－Liners
－Bases
－Bonding systems
General dentistry
－Cavity classification
－Cavity preparation
－Procedural steps for anterior，posterior，and temporary restorations
－Preparation，assisting and maintenance procedures

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

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


## Learning Outcomes:

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

- Describe lab equipment, organization, safety and maintenance.
- Describe the types and uses of different dental impression materials.
- Examine the types of dental cements and their uses.
- Create dental laboratory products.
- Explain the types, fabrication, function and care of various fixed prosthodontics.
- Explain the types, fabrication, function and care of removable prosthodontics.


## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ No, PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements.Typical Instructional Methods
Lecture, demonstration, small and large group discussions, videos, blended course delivery.
NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

| Author (surname, initials) | Title (article, book, journal, etc.) |  |  | Current ed | d. Publisher | Year |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. Bird, D.L. \& Robinson, D.S. | Modern Dental Assisting 13th ed. |  |  | 区 | Elsevier | 2020 |
| 2. Bird, D.L. \& Robinson, D.S. | Modern Dental Assisting Workbook 13th ed. |  |  | 区 | Elsevier | 2020 |
| 3. | DENT 137 Course Pack |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 60\% | Assignments: | 25\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: \% | Project: | \% | Practicum: | \% | : | \% |
| Quizzes/tests: 15\% | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

Laboratory Equipment and safety

- Laboratory equipment
- Maintenance
- Organization
- Safety

Impression materials

- Hydrocolloid impressions
- Elastomeric impressions
- Impression material uses
- Types of impression trays; procedures used

Lab materials and procedures

- Study models
- Gypsum; pouring, trimming, finishing
- Custom impression trays
- Mouthguards
- Bleach trays
- Dental waxes and uses

Removable prosthodontics

- Types of dentures
- Fabrication of dentures
- Care of dentures

Fixed prosthodontics

- Types of fixed prosthodontics
- Fabrication and function of various fixed prosthodontics
- Care of fixed prosthodontics

Dental cements

- Luting cements
- Temporary and permanent cements and procedures

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

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


## Learning Outcomes：

Upon successful completion of this course，students will be able to：
－Apply effective organizational skill in the completion of patient care．
－Participate as an effective member of the dental team．
－Utilize professional and therapeutic communication and demonstrates accountability in the clinic setting．
－Apply critical thinking and integration of theory in the planning and implanting of patient care．
－Demonstrate accurate documentation of patient assessments and procedures．
－Apply UFV dental clinical policies and procedure，and professional practice standards．
－Apply relevant theory and utilizes resources as needed to ensure evidence－informed care．
While the objectives are listed as separate procedures，it is essential that they be learned and practiced as an integrated and interdependent set of skills．

## Prior Learning Assessment and Recognition（PLAR）

$\square$ Yes $\quad \boxtimes$ No，PLAR cannot be awarded because course completion is specific to UFV CDA program graduation requirements．

## Typical Instructional Methods

Instructor demonstrations，clinical instruction，online instruction（videos／resources）．
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，b |  |  | Current ed． | Publisher | Year |
| 1．Bird，D．L．\＆Robinson，D．S． | Modern Dental Assisting 13th ed． |  |  | 区 | Elsevier | 2020 |
| 2．Bird，D．L．\＆Robinson，D．S． | Modern Dental Assisting Workbook 13th ed． |  |  | 区 | Elsevier | 2020 |
| 3．Boyd，L．R． | Dental Instruments：A Pocket Guide 7th ed． |  |  | 区 | Elsevier | 2020 |
| DENT 150 course pack |  |  |  |  |  |  |
| Required Additional Supplies and Materials |  |  |  |  |  |  |
| Kilgore magnetic dental model and tooth preps |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam：\％ | Assignments： | \％ | Portfolio： |  |  | \％ |
| Midterm exam：\％ | Project： | \％ | Lab work | tion of requir | d competencies： | 100\％ |
| Quizzes／tests：\％ | Lab work： | \％ | Total： |  |  | 100\％ |

Details：Evaluation for this course is based on completion of specific clinic competencies and lab requirements．Student must demonstrate a competent，safe and professional performance and meet the stated evaluation criteria for all assigned clinic competencies and complete all lab requirements according to stated criteria．
Grading for this course is either credit or no credit．
Typical Course Content and Topics（Competencies）
Basic Dental Assisting
－Principles of asepsis－maintain sterilization area
－Principles of infection control
－Maintenance of handpieces
－Patient comfort and positioning of patient and team
－Transfer of armamentarium
－Maintaining operating field
－Principles of instrument use
Patient assessment
－Identification of common structures of the dentition
－Identification of common structures of the periodontium
－Identification of common structures of intra oral tissues
－Application of topical anesthetic（patient level）
－Assisting with local anesthetic administration
Preventive dentistry
－Topical fluoride application
－Application of desensitizing agents

## Restorative assisting

- Cotton roll Isolation
- Dental dam isolation to a manikin level
- Identification of instruments and burs for restorative procedures
- Assembling instruments for restorative procedures
- Mixing dental materials
- Assisting with posterior restorations
- Placement and removal of matrices and wedges
- Application of treatment liner (no pulpal involvement)

Prosthodontics/lab procedures

- Obtain impressions for study models/wax bite registration
- Pour, trim, and finish study models
- Remove retraction cord at manikin level

Managing patient records

- Charting and annotation
- Assessment and treatment record documentation


## Memo for Course Changes

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 reviewNumber and/or course code
$\boxtimes$ Credits and/or total hours
® Title

- Calendar descriptionPrerequisites and/or co-requisites
$\boxtimes$ Frequency of course offering
$\boxtimes$ Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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)? $\mathrm{n} / \mathrm{a}$
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: $\mathrm{n} / \mathrm{a}$
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? $\mathrm{n} / \mathrm{a}$
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.
$\begin{array}{ll}\text { ORIGINAL COURSE IMPLEMENTATION DATE: } & \text { September } 1996 \\ \text { REVISED COURSE IMPLEMENTATION DATE: } & \text { September } 2021 \\ \text { COURSE TO BE REVIEWED (six years after UEC approval): } & \text { February } 2027 \\ \text { Course outline form version: 05/18/2018 } & \end{array}$


## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: LIBT 100 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Introduction to Libraries Course Short Title: <br> (Transcripts only display 30 characters. Dep | rtments may | mmend | hort title if one is needed. If | k, one will be assigned. |
| Faculty: Faculty of Professional Studies |  | Department (or program if no department): Department of Information Studies |  |  |
| Calendar Description: <br> Provides a broad introduction to the role of libraries in contemporary Canadian society. Focusing on the basic functions of libraries, students learn how libraries provide access to information, while developing basic search skills and learning library terminology. Students will become familiar with library culture and values and how library service is provided. |  |  |  |  |
| Prerequisites (or NONE): | None. |  |  |  |
| Corequisites (if applicable, or NONE): | NONE |  |  |  |
| Pre/corequisites (if applicable, or NONE): | NONE |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded <br> No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 22. 5 | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: <br> $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  | 22.5 |  |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> 1 section per year (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Dr. Christina Neigel |  |  | 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) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Describe the main types of Canadian libraries and how they operate.
2. Explain why inclusivity and other core values are important for libraries.
3. Describe the role of library technicians in various library contexts.
4. Apply library tools and processes used in searching, managing collections and circulating library materials.
5. Communicate effectively through writing in both professional and academic forms.
6. Interpret various formats of bibliographic description including library records and citations.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ 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.) Classes will consist mainly of lectures, learning activities and labs.

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

|  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Typical Text(s) and Resource Materials (If more space is required, download Supplemental Texts and Resource Materials form.) Author (surname, initials) Title (article, book, journal, etc.) Current ed. Publisher Year |  |  |  |  |  |  |
| 1. Rowe, Helen, Trina Grover | Learn Basic Lib |  |  | 区 | otal Recall |  |
| 2. |  |  |  | $\square$ |  |  |
| 3. |  |  |  | $\square$ |  |  |
| 4. |  |  |  | $\square$ |  |  |
| 5. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: $25 \%$ | Assignments: | 25\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 25\% | Project: | \% | Practicum: | \% | Other: | \% |
| Quizzes/tests: \% | Lab work: | 25\% | Shop work: | \% | Total: | 100\% |
| Details (if necessary) |  |  |  |  |  |  |
| Typical Course Content and Topics <br> 1. Introduction to libraries <br> 2. Role of library technicians in libraries \& core functions of library service <br> 3. Understanding bibliographic records, discovery layers, and library catalogues <br> 4. Searching article databases \& citation methods <br> 5. Interlibrary loans - union catalogues <br> 6. Member relations - circulation and patron registration <br> 7. Library classification systems <br> 8. Unions in libraries <br> 9. Workplace Communications <br> 10. Job search - resumes, memos, cover letters <br> 11. Community outreach <br> 12. Inclusivity in the workplace <br> 13. Libraries and technology |  |  |  |  |  |  |

## Memo for Course Changes

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
$\square$ Number and/or course code
$\boxtimes$ Credits and/or total hours
凹 Title

- Calendar description
$\boxtimes$ Prerequisites and/or co-requisites
$\boxtimes$ Frequency of course offering
Q Learning outcomes
$\boxtimes$ Delivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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 ' 1 ' (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.
$\begin{array}{ll}\text { ORIGINAL COURSE IMPLEMENTATION DATE: } & \text { September } 1996 \\ \text { REVISED COURSE IMPLEMENTATION DATE: } & \text { September } 2021 \\ \text { COURSE TO BE REVIEWED (six years after UEC approval): } & \text { February } 2027 \\ \text { Course outline form version: 05/18/2018 } & \end{array}$

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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


## Learning Outcomes：

Upon successful completion of this course，students will be able to：
1．Create metadata sets for library resources such as printed monographs（books）using current industry standards and tools．
2．Create access points for library resources such as printed monographs using current industry standards and tools．

## Prior Learning Assessment and Recognition（PLAR）

$\boxtimes$ Yes $\quad \square$ 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，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，b | urnal， |  | Current ed | ．Publisher | Year |
| 1．Haynes，Fountain \＆Zwierski | Unlocking the mysteries of cataloging：A workbook of examples |  |  | 凹 | Libraries U |  |
| 2．Library of Congress | Cataloger＇s Desktop |  |  | 区 | Library of C |  |
| 3．Library of Congress | MARC21 format for bibliographic data |  |  |  | Library of |  |
| 4．RDA Toolkit | RDA toolkit |  |  | 囚 | ALA，CFLA |  |
| 5. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials（Software，hardware，tools，specialized clothing，etc．） Secondary storage media |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam：25\％ | Assignments： | 50\％ | Field experience： | \％ | Portfolio： | \％ |
| Midterm exam：25\％ | Project： | \％ | Practicum： | \％ | Other： | \％ |
| Quizzes／tests：\％ | Lab work： | \％ | Shop work： | \％ | Total： | 100\％ |

## Details（if necessary）：

## Typical Course Content and Topics

1．Fundamentals of resource description and access
2．MARC21 Format for Bibliographic Description
3．Title statements
4．Variant titles
5．Statements of responsibility
6．Edition statements
7．Publication information
8．Physical carrier description
9．Notes fields
10．Standard numbers and terms of availability
11．Access points

## Memo for Course Changes

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):
$\boxtimes$ Six-year reviewNumber and/or course code
$\boxtimes$ Credits and/or total hours
® Title
Q Calendar description
$\boxtimes$ Prerequisites and/or co-requisitesFrequency of course offering
$\boxtimes$ Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - Please specify:
2. 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? $\mathrm{n} / \mathrm{a}$
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.

ORIGINAL COURSE IMPLEMENTATION DATE:<br>September 1996 REVISED COURSE IMPLEMENTATION DATE:<br>September 2021<br>COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: LIBT 120 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Collection Services <br> Course Short Title: <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 Professional Studies |  | Department (or program if no department): Information Studies |  |  |
| Calendar Description: <br> Introduces students to the most common processes involved in the development and maintenance of library collections. Using various library technologies and standards of practice, student explore how libraries select, acquire, process, assign metadata to maintain physical and digital collections. |  |  |  |  |
| Prerequisites (or NONE): | LIBT 100 and LIBT 115. Note: As of January 2022, prerequisites will change to: C or better in each of LIBT 100 and LIBT 115. |  |  |  |
| Corequisites (if applicable, or NONE): | NONE |  |  |  |
| Pre/corequisites (if applicable, or NONE): | NONE |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 22.5 | Transfer credit already exists: (See bctransferguide.ca.)No Yes |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: |  |
| Supervised laboratory hours |  | 22.5 | $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> 1 section per year (Every semester, Fall only, annually, etc.) |  |
|  | Total hours | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Dr. Christina Neigel |  |  | 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) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Explain the role of collection services in providing access to information and knowledge.
2. Apply acquisitions standards of practice to acquire library materials.
3. Discuss how Indigenization can be implemented in collection development.
4. Explain how the publishing industry affects collection services.
5. Explain best practices for collection maintenance.
6. Apply standards of practice to the collection and ingestion of digital objects.
7. Explain the role of Open Access.
8. Discuss ethical dilemmas that affect collection services decision making.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ 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.) Classes will consist mainly of lectures, in-class learning activities, and labs.

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

| Typical Text(s) and Resource Materials (If more space is required, download Supplemental Texts and Resource Materials form.) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
| 1. Evans, G. Edward, Sheila S Intner, Jean Weihs | Introduction to Technical Services | 凹 | Libraries Unlimited |  |
| 2. |  | $\square$ |  |  |
| 3. |  | $\square$ |  |  |
| 4. |  | $\square$ |  |  |
| 5. |  | $\square$ |  |  |

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

Typical Evaluation Methods and Weighting

| Final exam: | $20 \%$ | Assignments: | $10 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | ---: | :--- | ---: | :--- | :--- | :--- | :--- |
| Midterm exam: | $20 \%$ | Project: | $\%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $\%$ | Lab work: | $50 \%$ | Shop work: | $\%$ | Total: | $100 \%$ |

Details (if necessary):

## Typical Course Content and Topics

1. What is Collection Services? Roles, responsibilities, and skillsets.
2. Budgets and exploring ILSs
3. Collection composition, development, and selection criteria
4. Acquisitions - verification, vendors, and publishers
5. Acquisitons - ordering, receiving, and processing
6. Metadata - sourcing records, derived/copy cataloguing
7. Media - ebooks, serials, databases, and government publications
8. Open Access and writing procedures
9. Institutional Repositories
10. Collection Review

## Memo for Course Changes

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
$\square$ Number and/or course code
$\boxtimes$ Credits and/or total hours
® Title
$\boxtimes$ Calendar descriptionPrerequisites and/or co-requisitesFrequency of course offering

- Learning outcomes

凹 Delivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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 ( $\mathrm{K}-12$, 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 1 of 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: $\quad \$ 75.00$
Secondary media storage: $\underline{10.00}$
85.00

ORIGINAL COURSE IMPLEMENTATION DATE:
September 1996 REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: LIBT 140 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Library Public Services <br> Course Short Title: <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 Professional Studies |  | Department (or program if no department): Information Studies |  |  |
| Calendar Description: <br> Introduction to the various user services typically offered by publicly funded Canadian libraries, including collections, circulation, reference, and programs. Encourages students to take a best practices approach emphasizing diversity and inclusion to their work as library technicians. |  |  |  |  |
| Prerequisites (or NONE): | None. |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): | LIBT 115. |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) |  |
|  |  |  |  |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 45 | Transfer credit already exists: (See bctransferguide.ca.)$\boxtimes \text { No } \square \mathrm{Yes}$ |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: <br> $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> Annually (Every semester, Fall only, annually, etc.) |  |
|  | Total hours | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\square$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Dr. Christina Neigel |  |  | 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) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Explain the public services common to all types of publicly funded libraries.
2. Discuss practical approaches to delivering high-quality library programs.
3. Demonstrate an inclusive approach to providing good library service.
4. Use appropriate resources to answer reference questions.
5. Describe some practical strategies for managing disruptive behaviour in the library.
6. Explain the components of a good plan for promoting libraries on social media.

## Prior Learning Assessment and Recognition (PLAR)

## ■ Yes <br> $\square$ 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, guest presentations, videos, group discussions, industry webinars, and learning activities.

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 | d. Publisher | Year |
| 1. Evan, G.E., Saponaro, M.Z., Christie, H., \& Sinwell, C. | Library programs and services: The fundamentals |  |  | 区 | Libraries Unlimited |  |
| 2. |  |  |  | $\square$ |  |  |
| 3. |  |  |  | $\square$ |  |  |
| 4. |  |  |  | $\square$ |  |  |
| 5. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) Secondary electronic storage media. |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 25\% | Assignments: | 50\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 25\% | Project: | \% | Practicum: | \% | Other: | \% |
| Quizzes/tests: \% | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

1. Introduction to library public services
2. Library customer service
3. Inclusive library services
4. Library collections
5. Circulation services
6. Reference information services
7. Library programs
8. Staffing public services
9. Safety aspects of library services
10. Social media in library service promotion

## Memo for Course Changes

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 reviewNumber and/or course code
$\boxtimes$ Credits and/or total hours
■ Title
$\boxtimes$ Calendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
Learning outcomes
凹 Delivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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 highquality 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.

ORIGINAL COURSE IMPLEMENTATION DATE:
September 2007 REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: LIBT 145 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Online Searching <br> Course Short Title: <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 Professional Studies |  | Department (or program if no department): Information Studies |  |  |
| Calendar Description: <br> Skills-based approach to searching databases for relevant content that can be used to answer library users' reference questions. Covers the reference interview, facet analysis, specific database search languages, and free-text and controlled 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 credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) <br> This course is offered with different topics: No Yes (If yes, topic will be recorded when offered.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  |  | $\text { No } \square \mathrm{Yes}$ |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation:$\square$ No Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades Credit/No Cre |  |
| Supervised online activities |  | 45 |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> 3 sections per year |  |
| Total hours |  | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Dr | Dr. Christina Ne |  | 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) | ) approval |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Apply best practices to the reference interview.
2. Select databases appropriate for library users' reference questions.
3. Select effective search strategies for library users' reference questions.
4. Construct effective controlled vocabulary searches.
5. Construct effective free text searches.
6. Analyze search results for relevant content.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ 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.) Online instruction, industry webinars, and learning activities.

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


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

## Typical Evaluation Methods and Weighting

| Final exam: | $25 \%$ | Assignments: | $50 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | ---: | :--- | ---: | :--- | :--- | :--- | :--- |
| Midterm exam: | $25 \%$ | Project: | $\%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $\%$ | Lab work: | $\%$ | Shop work: | $\%$ | Total: | $100 \%$ |

## Details (if necessary):

## Typical Course Content and Topics

1. Information retrieval in libraries before the Internet
2. Web-scale discovery systems and article databases
3. Reference interviews
4. Selecting reference and research databases
5. Pre-search preparation
6. Controlled vocabulary searching
7. Free-text searching and proximity operators
8. Known-item searching
9. Improving search results

## Memo for Course Changes

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):
$\boxtimes$ Six-year reviewNumber and/or course code
$\boxtimes$ Credits and/or total hours
® Title
® Calendar description
$\boxtimes$ Prerequisites and/or co-requisitesFrequency of course offeringLearning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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.
$\begin{array}{ll}\text { ORIGINAL COURSE IMPLEMENTATION DATE: } & \text { September } 1996 \\ \text { REVISED COURSE IMPLEMENTATION DATE: } & \text { September } 2021 \\ \text { COURSE TO BE REVIEWED (six years after UEC approval): } & \text { February } 2027 \\ \text { Course outline form version: 05/18/2018 } & \end{array}$

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: LIBT 205 |  | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Library Workplaces <br> Course Short Title: <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 Professional Studies |  | Department (or program if no department): Information Studies |  |  |
| Calendar Description: <br> Students explore how libraries are organized as workplaces that are informed by various practices including communication, labour, and policy. Considering the role of motivation, the importance of effective team/group work, and the need for inclusivity, students develop ways of negotiating workplace politics, problems, and conflict. |  |  |  |  |
| Prerequisites (or NONE): | None. |  |  |  |
| Corequisites (if applicable, or NONE): | None. |  |  |  |
| Pre/corequisites (if applicable, or NONE): |  |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 45 | Transfer credit already exists: (See bctransferguide.ca.)No Yes |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation:No $\boxtimes$ Yes (lf yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum | rnship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> 1 section per year (Every semester, Fall only, annually, etc.) |  |
|  | Total hours | 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: Dr. Christina Neigel |  |  | 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) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Develop strategies for ensuring inclusivity in the workplace.
2. Explain the role of motivation in creating effective working groups/teams.
3. Develop strategies for engaging with workplace politics.
4. Develop strategies for addressing workplace problems.
5. Develop strategies for managing change, stress, and conflict in the workplace.
6. Discuss issues related to human resources including hiring and evaluation processes.

## Prior Learning Assessment and Recognition (PLAR)

区 YesNo, 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.) Classes will consist mainly of lectures and in-class learning activities including case studies.

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. Eshleman, H. \& Moniz R.. | The Dysfunctional Library: Challenges and Solutions to Workplace Relationships. | ® | ALA Editions | 2005 |
| 2. |  | $\square$ |  |  |
| 3. |  | $\square$ |  |  |
| 4. |  | $\square$ |  |  |
| 5. |  | $\square$ |  |  |

Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.)
Access to print services for poster printing.

## Typical Evaluation Methods and Weighting

| Final exam: | $25 \%$ | Assignments: | $50 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | ---: | :--- | ---: | :--- | :--- | :--- | :--- |
| Midterm exam: | $25 \%$ | Project: | $\%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $\%$ | Lab work: | $\%$ | Shop work: | $\%$ | Total: | $100 \%$ |

Details (if necessary):
Typical Course Content and Topics

1. Introduction to workplaces
2. Work environments - organizational structure, politics, and culture
3. Work teams - forming teams, leading/following, motivation, and team charter/ground rules
4. Communication - interpersonal skills and human relations
5. Recruitment and retention - selection, interviews, orientations, part-time/full-time/auxiliary workers
6. Recruitment and retention - inclusivity, unions, legislation
7. Performance feedback - mentorship, evaluations/appraisals, discipline
8. Decision making - managing expectations, conflict and stress
9. Meeting and scheduling - examples, best practices
10. Health and safety - best practices for libraries, issues/challenges

## 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.

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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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


## 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）

$\square$ Yes $\boxtimes$ 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．

| Typical Text（s）and Resource Materials（If more space is required，download Supplemental Texts and Resource Materials form．） |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Author（surname，initials） | Title（article，b | rnal， |  |  | Current ed． | Publisher | Year |
| 1. | Dependent on topic（examples listed below） |  |  |  | $\square$ |  |  |
| 2. Edited by：Tuula Heinonen \＆ Julie Drolet | International Social Work：Social Work Experiences and Perspectives |  |  |  | 囚 | Fernwood | 2012 |
| 3．Edited by Lena Dominelli | Green Social Work：From Environmental Crises to Environmental Justice |  |  |  | 凹 | Polity | 2012 |
| 4．Edited by Louise Grant \＆ Gail Kinman | Developing Resilience for Social Work Practice |  |  |  | 凹 | Red Globe | 2019 |
| 5．Edited by Miu Chung Yan \＆ Uzo Anucha | Working with Immigrants and Refugees：Issues，Theories，and Approaches for Social Work and Human Service Practice |  |  |  | $\boxtimes$ | Oxford | 2017 |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |  |
| Group 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）
5．Values and ethics of professional action；universal vs．culturally relative frameworks；social exclusion，inclusion and justice
6．Sustainable Development Goals overview
7．Case study 1 －Poverty and food insecurity
8．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

## Memo for Course Changes

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 reviewNumber and/or course codeCredits and/or total hoursTitle
Calendar description
$\boxtimes$ Prerequisites and/or co-requisitesFrequency of course offeringLearning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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.

ORIGINAL COURSE IMPLEMENTATION DATE:
September 2015 REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: AGRI 143 | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: |
| Course Full Title: Introduction to Agriculture <br> Course Short Title: <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 Studies | Department (or program if no department): Agriculture |  |  |
| Calendar Description: <br> An introductory exploration of agricultural production. The focus is on the role that machinery, automation, and robotics plays in the production, harvest, and post-harvest handling of agricultural products. Production in field, barn, and greenhouse operations will be explored. Use of technologies on farms of difference scales will also be explored. Hands-on experiences may include field trips. |  |  |  |
| Prerequisites (or NONE): None. | None. |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |
| Pre/corequisites (if applicable, or NONE): |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  | Special Topics (Double-click on boxes to select.) This course is offered with different topics:$\square$ No Yes (lf yes, topic will be recorded when offered.) |  |
|  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) No Yes, <br> repeat(s) $\square$ Yes, no limit |  |
|  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) <br> № Yes <br> Submit outline for (re)articulation: <br> $\triangle$ No Yes (If yes, fill in transfer credit form.) |  |
| Typical Structure of Instructional Hours |  |  |  |
| Lecture/seminar hours | 30 |  |  |
| Tutorials/workshops |  |  |  |
| Supervised laboratory hours |  |  |  |
| Experiential (field experience, practicum, internship, etc.) | .) 15 | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |
| Total hours |  | Maximum enrolment (for information only): 25 <br> Expected Frequency of Course Offerings: <br> Annually (Every semester, Fall only, annually, etc.) |  |
|  | rs 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |
| 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) approval |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

a. Upon successful completion of this course, students will be able to:Describe common agricultural settings, environments and practices such as barns, greenhouse, field applications etc.
b. Analyze and evaluate machinery including electronics in agriculture and its application in agriculture, such as operational machinery, automation equipment, and control systems.
c. Analyze common control practices in agriculture.
d. Investigate electronics, humans, and livestock interaction.
e. Practice safety and evaluate work environment considerations in various agricultural settings.
f. Explore current technologies used in agriculture and areas of interest for future agriculture technology development and research.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ No, PLAR cannot be awarded for this course because
Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lectures and Lab/field tour work with occasional guest lecture.

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

| Author (surname, initials) | Title (article, b | rnal, |  | Curren | d. Publisher | Year |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | Selected online articles and readings |  |  | $\square$ |  |  |
| 2. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) N/A |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: \% | Assignments: | 50\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 50\% | Project: | \% | Practicum: | \% | Other: | \% |
| Quizzes/tests: | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

## Typical Course Content and Topics

## Module 1: Safety Practices

- Study of machinery hazards, hazard sources
- An understanding of the issues and values of hazard and safety in machinery operations
- Facilitate effective utilization of signal communication techniques
- Attainment of relevant knowledge in accident prevention in primary production processes


## Module 2: Machinery Management

Part I. Economic performance

- Machine Performance
- Power Performance
- Operator Performance

Part II. Costs

- Cost Determination

Part III. Operations

- Tillage
- Seedbed Preparation
- Cultivation
- Seeding Machines
- Chemical Application
- Grain Harvesting
- Forage Harvesting
- Farm Processing
- Materials Handling
- Special Crop Machines

Part IV. The future of agriculture

- Autonomous Machinery Selection
- Alternative Power Selection
- Space, the final frontier - terraforming Mars


## 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 reviewNumber and/or course code
$\boxtimes$ Credits and/or total hoursTitleCalendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
$\boxtimes$ Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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:
September 1994 REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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


## 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)

$\boxtimes$ Yes $\quad \square$ 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, b | rnal, |  | Current | d. Publisher | Year |
| 1. Equestrian Canada | Stable Management Manual |  |  | $\square$ |  |  |
| 2. Harris | The USPC Guide to Conformation, Movement and Soundness |  |  | $\square$ |  |  |
| 3. NFACC | Code of Practice for the Care and Handling of Equines |  |  | $\square$ |  |  |
| 4. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) Coveralls, boots, transportation for field trips. |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 35\% | Assignments: | 35\% | 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
- 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

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## 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 reviewNumber and/or course code
$\boxtimes$ Credits and/or total hoursTitleCalendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
$\boxtimes$ Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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:
September 2009 REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval): February 2027 Course outline form version: 05/18/2018

September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: AGRI 254 | Number of Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: |
| Course Full Title: Ruminant Animal Health <br> Course Short Title: <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 Studies | Department (or program if no department): Agriculture |  |  |
| Calendar Description: <br> The principles of disease infection, treatment, and prevention in ruminant livestock are introduced. Topics also include animal physiology, the principles of ruminant nutrition, reproduction and obstetrics, the incidence of respiratory ailments, nutritional and infectious disease, and health management of dairy and beef cattle and small ruminants. Field trips will be required. |  |  |  |
| Prerequisites (or NONE): None. Note | None. Note: As of January 2022, prerequisites will change to: AGRI 237. |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |
| Pre/corequisites (if applicable, or NONE): |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: AGRI 134 <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  | Special Topics (Double-click on boxes to select.) This course is offered with different topics: <br> $\boxtimes$ No $\square$ Yes (If yes, topic will be recorded when offered.) |  |
|  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) No Yes, repeat(s) $\square$ Yes, no limit |  |
|  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |
| Lecture/seminar hours | 40 | Transfer credit already exists: (See bctransferguide.ca.)$\boxtimes \text { No } \square \mathrm{Yes}$ |  |
| Tutorials/workshops |  | Submit outline for (re)articulation:$\square$ No Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |
| Experiential (field experience, practicum, internship, etc.) | .) 5 | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |
| Other contact hours: |  | Maximum enrolment (for information only): 25 <br> Expected Frequency of Course Offerings: <br> Annually (Every semester, Fall only, annually, etc.) |  |
| Total hour | s 45 |  |  |
| Labs to be scheduled independent of lecture hours: $\square$ No $\square$ Yes |  |  |  |
| 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) approval |  | Date of meeting: | February 26, 2021 |

## 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）

$\boxtimes$ Yes $\quad \square$ 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．

| Author | Title（article，book，journal，etc．） | Current ed． | Publisher | Year |
| :---: | :---: | :---: | :---: | :---: |
| 1．NFACC | Code of Practice：Dairy Cattle | 区 | NFACC |  |
| 2．NFACC | Code of Practice：Beef Cattle | 区 | NFACC |  |
| 3．NFACC | Code of Practice：Sheep | 区 | NFACC |  |
| 4．NFACC | Code of Practice：Goats | 区 | NFACC |  |
| 5．Hulsen | Cow Signals：A Practical Guide for Dairy Farm Management | 区 | 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

| 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:

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 <br> Faculty of Applied and Technical Studies

Curriculum Committee

## AGENDA ITEM \# 3.5.

### 11.19.2020

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 |
| :--- | :--- | :---: |
| AGRI 203 | $\underline{\text { Fundamentals of Pest Management }}$ | $\underline{3}$ |
| AGRI 247 | Enterprise Project: Part I | 3 |
| AGRI 272 | Agriculture Seminar Series | 3 |
| AGRI 311 | Sustainable Soil Management | 3 |
| ECON 100 | Principles of Mieroeconomics | 3 |

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or ECON 104 Principles of Macroeconomics
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CMNS 251
Professional Report Writing

In even-numbered years, students specializing in Livestock Production must also take:

AGRI 239
Management and Production of Beef, Sheep, and Goats

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 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 Production and Protection option must also take:

## Semester IV (Winter)

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


| AGRI 212 | Introduction to On-Farm Food Safety, Quality and <br> Security | 3 |
| :---: | :--- | :---: |
| AGRI 248 <br> 488 | Enterprise Project: Part II | 3 |
| AGRI 292 | Practicum H | 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 Workplace Audiences | 3 |
| $\begin{aligned} & \text { or ENGL } \\ & 105 \end{aligned}$ | Academic Writing |  |
| In even-numbered years: |  |  |


| AGRI 321 | Vegetable Crop Production: Science and Practice | 3 |
| :---: | :---: | :---: |
| 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 $\$ 800650$.

## 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 - $\mathbf{3 6}$
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:
September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: CHEM 116 |  | Number of Credits: 1 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Thermodynamic Aspects of General Chemistry for Engineering Students <br> Course Short Title: Chemical Thermodynamics <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 Science |  | Department (or program if no department): Chemistry |  |  |
| Calendar Description: <br> Extends the topics of CHEM 113 with an introduction to chemical thermodynamics needed for the Engineering Transfer Program Common Core. <br> Note: Students with credit for CHEM 114 cannot take this course for further 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 additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) <br> This course is offered with different topics: Yes (If yes, topic will be recorded when offered.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) $\square$ No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit |  |
| Typical Structure of Instructional Hours |  |  | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Lecture/seminar hours |  | 18 |  |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation:$\square$ No Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> Annually (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | 18 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ 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 5, 2021 |
| Undergraduate Education Committee (UEC) approval |  |  | Date of meeting: | February 26, 2021 |

## 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)

## 囚 Yes <br> 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.

| 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. Olmsted J. et al | Chemistry 3rd ed. | 区 | Wiley | 2016 |
| 2. |  | $\square$ |  |  |
| 3. |  | $\square$ |  |  |
| 4. |  | $\square$ |  |  |
| 5. |  | $\square$ |  |  |

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: |

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
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?

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

## AGENDA ITEM \# 3.6.

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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: ENGR 115 | Number of Credits: 1 Course credit policy (105) |
| :---: | :---: |
| Course Full Title: Engineering Optics <br> Course Short Title: <br> (Transcripts only display 30 characters. Departm | recommend a short title if one is needed. If left blank, one will be assigned.) |
| Faculty: Faculty of Applied and Technical Studies | Department (or program if no department): Physics |
| Calendar Description: <br> 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 <br> Note: Students with credit for PHYS 225 cannot tak | content for the Engineering Curriculum Common Core. ourse 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 credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 12 | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Tutorials/workshops |  | 6 | Submit outline for (re)articulation: <br> $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall (Every semester, Fall only, annually, etc.) |  |
|  | Total hours | 18 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ 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 (UEC) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

- Analyze the reflection and refraction of light rays.
- Apply graphical and analytical methods to determine the location and size of an image reflected by a mirror, reflected or refracted by a spherical surface (convex or concave), and formed by a thin lens (converging or diverging).
- Articulate the concepts of constructive and destructive interference between two or more waves Describe the pattern produced by two-slit interference.
- Calculate the intensity at various points in an interference pattern.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\boxtimes$ No, PLAR cannot be awarded for this course because content is mandated by governing body.
Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lecture, in-class tutorial, assignments

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


## Details (if necessary):

Typical Course Content and Topics

- Plane mirror; image formation
- Waves; travelling wave equation; sound waves
- Doppler effect; reflection and transmission; superposition and interference; standing waves
- Interference and diffraction of light waves; Young's double slit experiment
- Single slit diffraction; multiple slit patterns; quantum theory; wave-particle duality

Labs on interference and diffraction

## 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
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?

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:
September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: ENGR 123 | Number of Credits: 4 Course credit policy (105) |
| :--- | :--- |
| Course Full Title: Engineering Design I: Design and Drafting |  |
| Course Short Title: Engineering Design I |  |
| (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 Studies $\quad$ Department (or program if no department): Physics
Calendar Description:
Introduces students to the engineering design process through individual exercises and a series of mini-projects and labs undertaken in 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 cannot take this course for further credit.

| Prerequisites (or NONE): | None |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Corequisites (if applicable, or NONE): | None |  |  |  |
| Pre/corequisites (if applicable, or NONE): | ENGL 105, MATH 111, PHYS 111, and one of ENGR 153 or COMP 152. |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: ENGR 151 <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (Double-click on boxes to select.) This course is offered with different topics:$\square$ No Yes (If yes, topic will be recorded when offered.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) |  |
|  |  |  | Transfer Credit <br> Transfer credit already exists: (See bctransferguide.ca.) |  |
| Typical Structure of Instructional Hours |  |  |  |  |
| Lecture/seminar hours |  | 45 | Transfer credit already exists: (See bctransferguide.ca.)No Yes |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: <br> $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  | 30 | Grading System <br> Q Letter Grades Cred |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  |  |  |
| Supervised online activities |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall Only (Every semester, Fall only, annually, etc.) |  |
| Other contact hours: |  |  |  |  |
|  | Total hours | 75 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ 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 (UEC) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

- Describe the concept of a profession and the unique aspects of the engineering profession.
- Describe the different engineering disciplines.
- Apply engineering decision-making and design processes to well-defined and well-constrained engineering problems.
- Apply scientific principles to the understanding and analysis of engineering problems, and to the design of potential solutions.
- Describe the use of prototyping in the engineering design process.
- Describe the contributions that an engineer can make to society as well as the impact (both positive and negative) that an engineering project can have on society.
- Participate equitably as a member of a team, demonstrating initiative, professionalism, and effective intra-team communication.
- Prepare and deliver effective technical poster presentations, oral presentations, and technical reports.
- Demonstrate ability to draw engineering 2D sketching and Orthographic.
- Demonstrate ability to draw engineering 3D Isometric and perspective sketches.
- Prepare electronic drawings using CAD tools.
- Apply engineering tools, including hand tools, prototyping tools, and software tools to create, test, and analyze physical embodiments of an engineering design.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\quad \boxtimes$ No, PLAR cannot be awarded for this course because content and instruction are mandated by governing body.
Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lecture, tutorial work, group projects, invited speakers, field trips.

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

| Typical Text(s) and Resource Materials (If more space is required, download Supplemental Texts and Resource Materials form.) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed. | Publisher | Year |
| 1. Dunwoody, B et.al. | Fundamental Competencies for Engineers | 区 | Oxford |  |
| 2. Lockhart, S.D. et.al | Engineering Design Communication | $\boxtimes$ | Pearson | 2012 |
| 3. |  | $\square$ |  |  |
| 4. |  | $\square$ |  |  |
| 5. |  | $\square$ |  |  |

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

Typical Evaluation Methods and Weighting

| Final exam: | $35 \%$ | Assignments: | $15 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Midterm exam: | $15 \%$ | Project: | $25 \%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $10 \%$ | Lab work: | $\%$ | Shop work: | $\%$ | Total: | $100 \%$ |

## Details (if necessary):

Typical Course Content and Topics
Module 1: Engineering profession
Module 2: Engineering design process

- Introduction to team work
- Communication
- Engineering design process
- Engineering fundamentals

Module 3: Engineering drawing

- Isometric / orthographic
- Computer Aided Drawing
- 3D rendering / prototyping tools


## 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
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?

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

## AGENDA ITEM \# 3.6.

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:
September 2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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



## Learning Outcomes:

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

- Apply the engineering design process to open-ended engineering design problems.
- Apply mechanical and electrical concepts, modelling tools, and software principles to the understanding and analysis of engineering problems, and to the design of potential solutions at the appropriate level.
- Participate equitably as a member of a team, demonstrating initiative, professionalism, and effective intra-team communication.
- Prepare and deliver effective technical poster presentations, oral presentations, and technical reports.
- Describe the principles of sustainability and apply these principles to engineering design and decision making.
- Define the phrases "cradle-to-grave" and "cradle-to-gate" and understand the concept of a product life cycle.
- Describe the process by which the impact of a product over its lifetime is assessed in terms inputs and outputs of both energy and matter.
- Apply engineering tools, including hand tools, prototyping tools, and software tools. to create, test, and analyze physical embodiments of an engineering design.
- Demonstrate ethical behaviour and describe the importance of engineering codes of ethics, both at the student and professional level.
- Reflect on the expectation of life-long learning and continuing professional development.
- Describe the contributions that an engineer can make to society as well as the impact (both positive and negative) that an engineering project can have on society.


## Prior Learning Assessment and Recognition (PLAR)

$\square$ Yes $\boxtimes$ No, PLAR cannot be awarded for this course because content and instruction are mandated by governing body.
Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) Lecture and lab.

## 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. Dunwoody, B et.al. | Fundamental Competencies for Engineers | 囚 | Oxford |  |
| 2. Lockhart, S.D. et.al | Engineering Design Communication | 区 | Pearson | 2012 |
| 3. |  | $\square$ |  |  |

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

## Typical Evaluation Methods and Weighting

| Final exam: | $35 \%$ | Assignments: | $15 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| Midterm exam: | $15 \%$ | Project: | $25 \%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $\%$ | Lab work: | $10 \%$ | Shop work: | $\%$ | Total: | $100 \%$ |

Details (if necessary):

## Typical Course Content and Topics

This course is only to be taught by a licensed Professional Engineer.
Module 1: Engineering Design Process (10:10)

- Project Management
- Human Design Factors
- Risk Management
- Engineering Fundamentals

Module 2: Designing for the Environment (12:12)

- Pillars of Sustainability
- Life Cycle Assessment
- Impact of human activity on health, safety, and environmental systems

Module 3: Engineering Ethics (4:0)

1. Describe the Engineering Code of Ethics
2. Apply Ethical Conflict Resolution

Note: Some lab exercises and lecture material will draw from more than one topic area.

## 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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

| Course Code and Number: ENGR 153 |  | Number of Credits: 4 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Structured Programming for Engineers <br> Course Short Title: Programming for Engineers <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 | dies | Department (or program if no department): Physics |  |  |
| Calendar Description: <br> Students will learn programming design, data types, functions, and data structures, <br> Note: Students with credit for COMP 152 cannot take this course for further credit. |  |  |  |  |
| Prerequisites (or NONE): | B or better in Pre-Calculus 12. |  |  |  |
| Corequisites (if applicable, or NONE): | None |  |  |  |
| Pre/corequisites (if applicable, or NONE): | None |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): COMP 152 <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit |  |
| Typical Structure of Instructional Hours |  |  | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Lecture/seminar hours 45 |  |  |  |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: |  |
| Supervised laboratory hours ${ }^{\text {a }}$ ( ${ }^{\text {a }}$ |  |  | $\square$ No $\boxtimes$ Yes (If yes, fill in transfer credit form.) |  |
| Experiential (field experience, practicum, internship, etc.) |  |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 24 <br> Expected Frequency of Course Offerings: <br> Fall (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | rs 75 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ 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 (UEC) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

- Analyze the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.
- Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Break problems up into sub-problems using functions, when writing programs.
- Describe the concept of dynamic data structures and their uses.
- Discuss the importance of consistent and readable documentation and program style standards in an engineering design context.
- Create readable and maintainable software.

Prior Learning Assessment and Recognition (PLAR)

## ® Yes <br> $\square$ 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 and lab.

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. Savitch, W. | Problem Solving with C++ | 区 | Pearson |  |
| 2. |  | $\square$ |  |  |
| 3. |  | $\square$ |  |  |
| 4. |  | $\square$ |  |  |
| 5. |  | $\square$ |  |  |

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

## Typical Evaluation Methods and Weighting

| Final exam: | $40 \%$ | Assignments: | $15 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | ---: | :--- | ---: | :--- | :--- | :--- | :--- |
| Midterm exam: | $\%$ | Project: | $\%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $25 \%$ | Lab work: | $20 \%$ | Shop work: | $\%$ | Total: | $100 \%$ |

Details (if necessary):

## Typical Course Content and Topics

These are the provincially mandated course outcomes for this course. The programming language must be C or $\mathrm{C}_{++}$and include:

1. Program comprehension

- Analyze and explain the behaviour of simple programs involving the fundamental programming constructs variables, expressions, assignments, I/O, control constructs, functions, parameter passing, and recursion.

2. Program design and implementation

- Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, the definition of functions, parameter passing, constants, and enumerated types.

3. Primitive data types

- Identify and describe the appropriate use of primitive data types
- Write programs that use primitive data types Conditional and Iterative Constructs
- Choose appropriate conditional and iteration constructs for a given programming task
- Modify and expand short programs that use standard conditional and iterative control structures and functions.

4. Functions

- Describe the purpose of function definitions
- Describe the importance of modularization when solving problems
- Break problems up into sub-problems using functions, when writing programs

5. Advanced data structures

- Write programs that use each of the following data structures: arrays, structs, strings.
- Write programs that use pointers for dynamic memory allocation and release
- Describe the concept of dynamic data structures and their uses
- Recognize the risks of pointers.

6. Code quality

- Apply consistent documentation and program style standards
- Describe the importance of consistent documentation and program style standards
- 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
2. Data types and representations
3. Operations and library functions
4. Decision making options
5. Looping options
6. Functions and passing variables
7. Arrays
8. Pointers
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):

Q Program revision that requires new resources
$\boxtimes$ Addition of new course options or deletion or substitution of a required course
$\boxtimes$ Change to the majority of courses in an approved program
$\boxtimes$ Change to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentration
$\square$ Change in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion of a program not included in the Program Discontinuance policyOther - 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 <br> Equivalents | Credits | New UFV Equivalents | Credits | Semester |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Common Core Requirements |  |  |  |  |  |
| CHEM I | Chem 113 + Chem 114 (in Winter) | $\begin{aligned} & 5 \\ & 5 \end{aligned}$ | Chem 113 <br> Chem 116 | $\begin{aligned} & 5+ \\ & 1 \end{aligned}$ | $\begin{aligned} & \hline \text { Fall } \\ & \text { Fall } \end{aligned}$ |
| CSCI I | Comp 152 | 4 | Engr 153 | 4 | Fall |
| ENGLI | Engl 105 | 3 | Engl 105 | 3 | Fall |
| ENGR I | Engr 122 <br> Engr 151 | $\begin{aligned} & 1+ \\ & 4 \end{aligned}$ | Engr 123 | 4 | Fall |
| 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 <br> Engr 115 | $5+$ <br> 1 | Winter <br> 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:
Costing (based on 24 student cohort):

| Common Core Requirements: Fall term | Old UFV Equivalents | Lecture \& Lab blocks | New UFV Equivalents | Lecture \& Lab blocks | Semester |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CHEM I | Chem 113 | 24/36 of a lecture block ( $=0.67$ ), $24 / 18=$ $1.33 \times 1 / 2=0.67 \mathrm{lab}$ blocks | Chem 113 + <br> Chem 116 | $0.67+0.5$ lecture blocks, $1.33 \times 1 / 2=$ 0.67 lab blocks | $\begin{aligned} & \hline \hline \text { Fall } \\ & \text { Fall } \end{aligned}$ |
| CSCII | Comp 152 | 24/35 = 0.686 lec. | Engr 153 | 1.0 lec. | Fall |
| ENGLI | Engl 105 | 24/26 $\sim 1.0$ lec. | Engl 105 | $\approx 1.0 \mathrm{lec}$. | Fall |
| ENGR I | Engr 122 <br> Engr 151 | $\begin{aligned} & 1.0 \text { lec. } \\ & 1.75 \text { (lecture + lab) } \end{aligned}$ | Engr 123 | $\begin{aligned} & 1.75 \text { (lecture + } \\ & \text { lab) } \end{aligned}$ | Fall |
| CALC I | Math 111 | 0.67 lec. (24/36) | Math 111 | 0.67 lec. | Fall |
| PHYS I | Phys 111 | 0.67 lecture blocks, 0.67 lab blocks | Phys 111 | 0.67 lecture blocks, 0.67 lab blocks | Fall |
| Winter term |  |  |  |  |  |
|  | Chem 114 | 0.67 lecture block, 0.67 lab blocks | - | - | - |
| ENGL II | Elective | $\approx 1.0 \mathrm{lec}$. | Cmns 251 | $\approx 1.0 \mathrm{lec}$. | Winter |
| ENGR II | - |  | Engr 124 | $\begin{aligned} & 1.75 \text { (lecture + } \\ & \text { lab) } \end{aligned}$ | Winter |
| PHYS III | Engr 113 | 1.75 (lecture + lab) | Engr 113 | $\begin{aligned} & 1.75 \text { (lecture + } \\ & \text { lab) } \end{aligned}$ | Winter |
| CALC II | Math 112 | 0.67 | Math 112 | 0.67 lec. | Winter |
| LALG I | Engr/Math 152 | 0.67 | Engr/Math 152 | 0.67 lec . | Winter |
| PHYS II | Phys 112 | 0.67 lecture blocks, 0.67 lab blocks | Phys 112 + <br> Engr 115 | $0.67+0.5$ lecture blocks, 0.67 lab blocks | Winter Winter |
|  |  |  |  |  |  |


|  | Fall Sections: | 5.7 lectures, <br> 2.1 labs |  | 5.5 lectures, <br> 2.08 labs |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | Winter | 4.67 lectures, <br> $2.08 ~ l a b s ~$ |  | 5.5 lectures, |  |
|  | Sections: | 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 and the workload is relatively balanced. S. students do not have to choose between UBC and UVic until the second semester, and there is some flexibility to deal with common problemsas 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

CHEM 113
COMP
152ENGR 153
ENGL 105
MATH 111 Calculus I
PHYS 111 Mechanics
ENGR 122123
ENGR 151

Title
Principles of Chemistry I
Introduction to Structured Programming for Engineers (see Note 2)
Academic Writing 3
Me in 5
Introduction to EngineeringEngineering
Design I 14
Total credits:Computer Aided Engineering Graphics

## Credits

5
4

4
5
14
$\underline{254}$

Semester II (for transfer to UBC)

## Course

CHEM 1164

MATH 112 Calculus II
ENGR 152/
MATH 152

ENGR 115 Engineering Optics

CMNS 251 Professional Report Writing

PHYS 112 Electricity and Magnetism
ENGR 113 Engineering Physics - Statics and Dynamics

## Credits

51
Principles of Chemistry IIChemical
Thermodynamics
$\underline{3}$

Linear Algebra for Engineering 4 5
4 1

| ENGR 124 | Engineering Design II | 4 |
| :---: | :---: | :---: |
| Plus: | Total Credits:An elective (See Note 3) | $\underline{263}$ |
| Semester H (for transfer to-UVic) |  |  |
| Course | Title | Credits |
| CMNS 254 | Professional Report Writing | 3 |
| MATH 112 | Caleulus II | 4 |
| ENGR 1521 <br> MATH 152 | Linear Algebra for Engineering | 4 |
| PHYS 112 | Electricity and Magnetism | 5 |
| ENGR 113 | Engineering Physics Staties 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 BSe 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 114 | Calculus I | 4 |
| PHYS 111 | Mechanies | 5 |
| One of: |  | $3-5$ |
| COMP 152 | Introduction to Structured Programming | - |
| ECON 100 | Principles of Mieroeconomies | - |
| ECON 104 | Principles of Macroeconomies | - |
| ENGR 113 | Engineering Physies Staties and Dynamies | - |
| ENGR 151 | Computer-Aided Engineering Graphies | - |
| PHYS 112 | Electricty and Magnetism | - |
| Semester H (Winter) |  |  |
| Course | Title | Credits |
| CHEM-114 | Principles of Chemistry H | 5 |
| MATH 112 | Caleulus H | 4 |
| Three of: |  | 10-13 |
| COMP 152 | Introduction to Structured Programming | - |
| ECON 100 | Principles of Mieroeconomies | - |
| ECON 104 | Principles of Macroeconomies | - |
| ENGR 113 | Engineering Physies Staties and Dynamics | - |
| ENGR 151 | Computer-Aided Engineering Graphies | - |
| PHYS 112 | Electricty and Magnetism | - |

## Memo for Course Changes

To: FSCC, SFC, and UEC
From: Ian Affleck, Department Head (Mathematics \& Statistics)
Date: June 152020

## Subject: Proposal for revision of MATH 343 - APPLIED DISCRETE MATHEMATICS

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

## $\boxtimes$ Six-year review

Number and/or course code$\boxtimes$ Credits and/or total hoursTitleCalendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
Q Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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.
5. Which program areas have been consulted about the change(s)?
$\mathrm{n} / \mathrm{a}$
6. 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 $\mathrm{n} / \mathrm{a}$
b. Class size limit $\mathrm{n} / \mathrm{a}$
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
$\begin{array}{ll}\text { ORIGINAL COURSE IMPLEMENTATION DATE: } & \text { May } 1994 \\ \text { REVISED COURSE IMPLEMENTATION DATE: } & \text { September } 2021 \\ \text { COURSE TO BE REVIEWED (six years after UEC approval): } & \text { February } 2027 \\ \text { Course outline form version: } 05 / 18 / 2018 & \end{array}$

## 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 Credits: 3 Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Applied Discrete Mathematics <br> Course Short Title: <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 Science |  | Department (or program if no department): Mathematics \& Statistics |  |  |
| Calendar Description: <br> 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 MATH 225, MATH 221, or COMP 251. |  |  |  |
| Corequisites (if applicable, or NONE): |  |  |  |  |
| Pre/corequisites (if applicable, or NONE): |  |  |  |  |
| Antirequisite Courses (Cannot be taken for additional credit.) <br> Former course code/number: <br> Cross-listed with: <br> Dual-listed with: <br> Equivalent course(s): <br> (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.) |  |  | Special Topics (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.) |  |
|  |  |  | Independent Study <br> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <br> No Yes, <br> repeat(s) Yes, no limit |  |
|  |  |  | Transfer Credit |  |
| Typical Structure of Instructional Hours |  |  | Transfer credit already exists: (See bctransferguide.ca.) <br> No Yes |  |
| Lecture/seminar hours |  | 50 |  |  |
| Tutorials/workshops |  |  | Submit outline for (re)articulation: <br> $\boxtimes$ No Yes (If yes, fill in transfer credit form.) |  |
| Supervised laboratory hours |  |  |  |  |
| Experiential (field experience, practicum, in | ernship, etc.) |  | Grading System <br> Letter Grades Credit/No Credit |  |
| Supervised online activities |  |  |  |  |
| Other contact hours: |  |  | Maximum enrolment (for information only): 36 <br> Expected Frequency of Course Offerings: <br> Every second year (Every semester, Fall only, annually, etc.) |  |
| Total hours |  | 50 |  |  |
| Labs to be scheduled independent of lecture hours: $\boxtimes$ No $\square$ Yes |  |  |  |  |
| Department / Program Head or Director: lan Affleck |  |  | Date approved: | June 152020 |
| 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 (UEC) approval |  |  | Date of meeting: | February 26, 2021 |

## Learning Outcomes:

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

1. Implement algorithms by hand on small examples.
2. Use algorithms to solve standard combinatorial problems (searching, sorting, string matching, bin packing, vertex colouring) via various appropriate approaches.
3. Decide when to use a heuristic approach to produce approximate answers.
4. Identify and create combinatorial objects such as permutations and partitions.
5. Identify graph theoretical structures such as paths, cycles and trees.
6. Use appropriate data structures (such as arrays and binary trees) when implementing algorithms.
7. Analyze the average case and worst case complexity of an algorithm.
8. Model a problem and use an appropriate algorithm to solve the problem.
9. Prove the correctness of an algorithm.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ No, PLAR cannot be awarded for this course because
Typical Instructional Methods (Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.) The course will be primarily lecture-based..

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.)
The textbook is chosen by a departmental curriculum committee. Recommended texts are:

$\left.\begin{array}{llcc} & \text { Author (surname, initials) } & \text { Title (article, book, journal, etc.) } & \text { Current ed. Publisher }\end{array}\right)$ Year $\quad$| 1. J. Kleinberg, E. Tardos | Algorithm Design | $\square$ |
| :--- | :--- | :--- |
| 2. A. Levitin | The Design and Analysis of Algorithms | $\square$ |
| 3. |  | $\square$ |
| 4. | $\square$ | 2005 |
| 5. | $\square$ |  |

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

## Typical Evaluation Methods and Weighting

| Final exam: | $40 \%$ | Assignments: | $15 \%$ | Field experience: | $\%$ | Portfolio: | $\%$ |
| :--- | ---: | :--- | ---: | :--- | :--- | :--- | :--- |
| Midterm exam: | $\%$ | Project: | $\%$ | Practicum: | $\%$ | Other: | $\%$ |
| Quizzes/tests: | $45 \%$ | Lab work: | $\%$ | Shop work: | $\%$ | Total: | $100 \%$ |

## Details (if necessary):

A student must obtain at least $40 \%$ on the final exam in order to pass this course.

## Typical Course Content and Topics

1. Concepts of combinatorics and graph theory: combinations, permutations, partitions, trees, paths and cycles
2. Computer representation of combinatorial objects
3. Sorting, searching, string matching and min/max algorithms
4. Running time analysis of algorithms: worst-case and average-case analysis, asymptotic orders of growth
5. Running time complexity classes: Polynomial (P), Non-Deterministic Polynomial (NP), NP-complete (NP-c) and NP-hard
6. Heuristics and approximation algorithms
7. Bin packing, vertex cover and graph colouring algorithms
8. Greedy algorithms
9. Randomized algorithms

## 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 reviewNumber and/or course codeCredits and/or total hoursTitleCalendar description
凹 Prerequisites and/or co-requisitesFrequency of course offeringLearning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther - 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:
September 1990 REVISED COURSE IMPLEMENTATION DATE:

September 2021
COURSE TO BE REVIEWED: (six years after UEC approval) October 2026 Course outline form version: 09/15/14

# OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM 

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

| Course Code and Number: STAT 106 |  | Number of Credits: 4Course credit policy (105) |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Course Full Title: Statistics I <br> Course Short Title(if title exceeds 30 characters): |  |  |  |  |
| Faculty: Faculty of Science |  | Department (or program if no department): Mathematics and Statistics |  |  |
| Calendar Description: <br> An introduction to descriptive statistics, sa variances, including multiple linear regress required. <br> Note: As a general rule, students with Math STAT 106, and those with a full year of ca the requirements of their program. The UF requires STAT 106 or STAT 270. <br> Note: Some degree and diploma credentia requirements. | ling, prob and one <br> matics 11 lus are pr Mathematic <br> may allow | ty, estimatio ANOVA. <br> prepared to red to take ST major progra <br> y one of ST | hypothesis testing, correlation ility with Grade 12 level algeb <br> ke STAT 104, those with Math AT 270/MATH 270. Before reg requires STAT 270, while the <br> 104 or STAT 106 to count as | ssion, and analysis of ented, but no calculus is <br> s 12 are prepared to take , students should check matics minor program <br> owards meeting program |
| Prerequisites (or NONE): | One of th Applicati 092, MA and MAT score of Parts A | ollowing: (C of Mathema 096, MATH 95) or (B or 5 or better B combined | better in one of Pre-calculus 12, Principles of Mathematic D, MATH 124, or MATH 140) tter in Foundations of Mathem Part B of the MSAT together | stics 12, Calculus 12, Pe-calculus 12, MATH better in both MATH 094 2) or MATH 125 or (a core of $34 / 50$ or better on |
| Corequisites (if applicable, or NONE): | NONE |  |  |  |
| Equivalent Courses (cannot be taken for additional credit) <br> Former course code/number: MATH 106 <br> Cross-listed with: <br> Equivalent course(s): <br> 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. |  |  | Transfer Credit <br> Transfer credit already exists: <br> Transfer credit requested (O Yes $\square$ No (if yes, fill in tra Resubmit revised outline for | submit to BCCAT): <br> dit form) <br> tion: $\boxtimes$ Yes $\square$ No |
| Total Hours: 60 <br> Typical structure of instructional hours: |  |  | Special Topics <br> Will the course be offered with different topics? |  |
| Lecture hours |  | 40 |  |  |
| Seminars/tutorials/workshops |  |  |  |  |
| Laboratory hours |  | 20 | $\square \text { No } \square \text { Yes, } \quad \text { repea }$ | Yes, no limit |
| Field experience hours |  |  | Note: The specific topic will be | when offered. |
| Online learning activities |  |  | Maximum enrolment(for information only): 36 <br> Expected frequency of course offerings (every semester, annually, every other year, etc.): Every semester |  |
| 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 |

## Learning Outcomes

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

1. Differentiate between the population and the sample; display variety of sampling methods targeting a population with minimal bias, for example, simple random sampling, stratified random sampling, cluster sampling, etc.
2. Construct frequency tables and use numerical and graphical methods to explore qualitative and quantitative data.
3. Obtain measures of location, dispersion, and relative standing, and interpret.
4. Solve simple problems in probability requiring knowledge of conditional probability and statistical independence.
5. Solve problems regarding binomial and normal probability models; identify the sampling distribution of the sample mean and sample proportion.
6. Construct and interpret confidence intervals for a population mean and a population proportion.
7. Conduct hypothesis test for a population mean and a population proportion and interpret p -value.
8. Compare two population means and two population proportions by constructing confidence intervals and performing test of hypothesis.
9. Use the Analysis of Variance (ANOVA) method to test equality of three or more population means.
10. Apply Pearson's chi-square statistic to draw inferences in appropriate categorical sampling situations.
11. Display and interpret simple and multiple linear regression models and the associated ANOVA tables.
12. Use statistical software (for example Minitab) to produce graphs and perform statistical analysis.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ 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, mixed with sessions in the computer lab.
Grading system: Letter Grades: $\boxtimes$ Credit/No Credit: $\square \quad$ Labs to be scheduled independent of lecture hours: Yes $\square$ No $\boxtimes$

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

## Typical Text(s) and Resource Materials

The text is chosen by a departmental curriculum committee. Recent text:


Details (if necessary): Students must achieve at least $40 \%$ on the final exam in order to receive credit for this course.

## Typical Course Content and Topics

1. Introduction to statistical concepts: types of statistical application, distinguishing between population and sample, types of data, and role of statistics in real world problems.
2. Descriptive statistics:

Frequency tables, histograms, cumulative frequencies, box plot, bar graph, pie chart, etc.
Measures of location, e.g. mean, median, mode; and scale, e.g. standard deviation, quantiles, Identifying outliers by box plot.
3. Probability: two-way tables, Venn and tree diagrams; joint, marginal and conditional probability, mutually exclusive events, independence events, Bayes' Theorem, counting rules, etc.
4. Random variables: the expected value, variance and standard deviation of a general discrete random variable; illustrate that certain random events can be described by discrete (Binomial) or continuous (Uniform and Normal) distribution models and apply each to find probabilities.
5. Sampling distribution: apply the Central Limit Theorem to both the sample mean and sample proportion and determine how likely they are to fall within a given range of values.
6. Inferential statistics: estimation, confidence intervals and tests of hypothesis.

The Z-test and Student's t -test applied to proportions and means for one and two populations.
Pearson's chi-square statistic applied to goodness-of-fit test in a one-way table and independence test in a two-way table.
F-test in one-way ANOVA applied to comparison of the means of several populations.
7. Finding relationship between variables: Simple and multiple linear regression, least square estimation and interpretation of the coefficients, confidence intervals and testing hypothesis for coefficients, coefficient of correlation, coefficient of determination, using the regression model for estimation, prediction and stepwise regression.

## 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 reviewNumber and/or course code
$\boxtimes$ Credits and/or total hours
凹 Title

- Calendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
$\boxtimes$ Learning outcomesDelivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther:

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.
6. 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.
10. 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:<br>COURSE TO BE REVIEWED (six years after UEC approval): February 2027<br>Course outline form version: 05/18/2018<br>January 2012<br>September 2020<br>February 2027

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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


## Learning Outcomes:

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

1. Explore different types of statistical data graphically and interpret the properties of the data.
2. Propose appropriate family of statistical models for analyzing a data set.
3. Analyze the relationship through linear regression model, investigate the utility and the assumptions, propose a remedy if any assumption is violated, interpret the effectiveness of the fitted model, make estimation and prediction.
4. Analyze the relationship through a nonlinear regression model including logistic regression for binary data and log-linear Poisson model for count data.
5. Design and analyze single-factor and factorial experiments, give recommendation for obtaining optimum response variable, and identify the sample size.
6. Analyze survival time data through Cox Proportional hazards model, distinguish between censored and non-censored data, apply empirical approach of Kaplan-Maier to estimate the survival function, interpret the hazard and survival functions.
7. Interpret the components of a time series data, apply the regression approach to explain the trend and seasonal effect, use the moving average and weighted moving average for prediction.
8. Perform basic statistical computing using statistical software and interpret the outputs.

## Prior Learning Assessment and Recognition (PLAR)

$\boxtimes$ Yes $\quad \square$ 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, hands-on-computer lab
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. |  |  |  | $\square$ |  |  |
| 2. |  |  |  | $\square$ |  |  |
| 3. |  |  |  | $\square$ |  |  |
| Required Additional Supplies and Materials (Software, hardware, tools, specialized clothing, etc.) |  |  |  |  |  |  |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 50\% | Assignments: | 10\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 30\% | Project: | 10\% | Practicum: | \% | Other: | \% |
| Quizzes/tests: \% | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## Details (if necessary):

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

## Typical Course Content and Topics

1. Statistical data and graphical methods: Observational and experimental data, continuous data, count data, categorical data, contingency tables, life time data time series data, graphical methods for presentation of different type of data, searching the properties of data through graphs, searching for pattern and unusual observations.
2. Linear regression method: Simple and multiple linear regression models, fitting the linear regression models, diagnostics, Box-Cox transformation, significance test of regression, confidence interval and significance test for coefficients, correlation, practical interpretation of coefficients and R-squared, prediction, indicator variables, stepwise regression, Nonlinear regression method: Nonlinear regression models, logistic regression model, fitting logistic model, test of overall adequacy of the model, interpretation of the coefficients, confidence interval and significance test for coefficients, odds ratio and interpretation, log-linear Poisson model for count data, fitting log-linear model, inference concerning log-linear model fitting and coefficients, Bayesian approach for fitting logistic and log linear models.
3. Design and analysis of experiments: Single-factor and factorial experimental designs, ANOVA model, fitting ANOVA model, model adequacy checking, F-test for equality of factor level means, multiple comparisons, regression approach and contour plots, determining sample size, experiments with random effects and mixed effects.
4. Survival data analysis: Exponential and Weibull distributions, survival and hazard functions, censoring, empirical survival function, Kaplan-Maier estimator, fitting exponential and Weibull models.
5. Time-series data analysis: Components of a time series data, moving average method, weighted moving average method, linear trend, some specific nonlinear trend, seasonal index, autocorrelation and Durbin-Watson test.

## 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):
$\boxtimes$ Six-year reviewNumber and/or course code
$\boxtimes$ Credits and/or total hoursTitle
Calendar descriptionPrerequisites and/or co-requisitesFrequency of course offering
$\boxtimes$ Learning outcomes
$\boxtimes$ Delivery methods and/or texts and resource materialsPLAR options, grading system, and/or evaluation methodsDiscontinuation of courseOther:
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 $2^{\text {nd }}, 3^{\text {rd }}$, or $4^{\text {th }}$ 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.
4. 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.
6. 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.
10. 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: | January 2005 |
| :--- | :--- |
| 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

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


## Learning Outcomes:

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)

$\boxtimes$ Yes $\quad \square$ 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 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. Mendenhall, W and Sincich, T | A second course in statistics: Regression Analysis |  |  | 囚 | Pearson | 2020 |
| 2. Neter et al | Applied Linear Statistical Models. 4th edition |  |  | $\square$ | McGraw-Hill. |  |
| 3. Douglas C. Montgomery et al | Introduction to Linear Regression Analysis. 5th edition |  |  | $\square$ | John Wiley |  |
| 4. Sheather, Simon J. | A Modern Approach to Regression with R. |  |  |  | Springer | 2009 |
| Typical Evaluation Methods and Weighting |  |  |  |  |  |  |
| Final exam: 50\% | Assignments: | 10\% | Field experience: | \% | Portfolio: | \% |
| Midterm exam: 30\% | Project: | 10\% | Practicum: | \% | Other: | \% |
| Quizzes/tests: \% | Lab work: | \% | Shop work: | \% | Total: | 100\% |

## 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.
5. 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):
$\square$ Program revision that requires new resources
$\boxtimes$ Addition of new course options or deletion or substitution of a required courseChange to the majority of courses in an approved programChange to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentrationChange in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion of a program not included in the Program Discontinuance policyOther - 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 Bachelor of Science or Bachelor of Arts 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 | 3 |
| MATH 211 | Calculus III | 3 |
| MATH 221 | Linear Algebra | 3 |
| MATH 225 | Topics in Discrete Mathematic |  |
| or MATH 255/ENGR 255 | Ordinary Differential Equations | 3 |
| MATH 265 | Transition to Advanced Mathematics | 4 |
| MATH 270/ STAT 270 | Introduction to Probability and Statistics |  |
| 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) | $9 \underline{9}$ |
| Plus: | Nine-Six additional credits of upper-level MATH (see Notes <br> $1,2)$ | $9 \underline{3}$ |
| Plus: | Three additional credits of upper-level MATH or PHYS 481 <br> (see Notes 1-3) | $\underline{3}$ |
| Plus: | Nine credits of upper-level MATH or STAT courses (see Notes <br> $\underline{1,2)}$ | 9 |

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 resourcesAddition of new course options or deletion or substitution of a required courseChange to the majority of courses in an approved programChange to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentrationChange in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion of a program not included in the Program Discontinuance policy
$\boxtimes$ 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 allow students to enrol in the program.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

Not applicable.
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 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 anThe Associate of Science degree students must satisfactorilyrequires satisfactory completion ofe 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)

1. B.C. secondary school graduation or equivalent. If $n$ Nine or more university--level credits with a minimum CGPA of 2.00 calculated on have been taken, then a student must have a minimum GPA of 2.00 in-all university courses attempted. (Students with less than 9 credits attempted will be evaluated based on their secondary school graduation as described above.)
2. Mathematics requirement: one of the following:

- Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of $B$
- MATH 095 with a minimum grade of B
- MATH 092 and MATH 093 with a minimum grade of B in each
- MATH 096 with a minimum grade of B
- MDPT score of 70\% or higher
- MATH 110 with a minimum grade of $\mathrm{C}+$
- MATH 111 with a minimum grade of C
- MATH 112
- MATH 118

3. Science requirement: one of the following courses, with a minimum grade of $\mathrm{C}+$ :

- Biology: Biology 12, BIO 093, or BIO 111
- 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
- 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.
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section) and will be applied toward tuition fees.

## 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.
Applicants who qualify will be offered seats in order (from highest to lowest) of one of the 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).

StudentsApplicants who do not meet the minimum standard willmay be admitted to Qualifying
Studies.

## 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 gatendar.)

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

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

## 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

All students accepted into the Associate of Science program at UFV are expected to maintain 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 Academic standing and undergraduate continuance section of the academic calendar. Academic standing is governed by UFV's Undergraduate Continuance policy (92).

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

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance 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 ufv.ca/registrar/forms, or from the Office of the Registrar. This should be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by the Winter semester grade deadline (see Important-Registration-Dates) of each year.

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 1 | 4 |
| Plus:Science | Two-100-level science courses-(see Note 1) | 8-104 or 5 |
| Science | 100-level science (see Note 1) | 4 or 5 |
| Plus:Science | One-100-level science (see Note 1) or other transferable course (see Note 4) | 3-4] |
| Semester II (Winter) |  |  |
| Course | Title | Credits |
| MATH 112 | Calculus II | 4 |
| Plus:Science | Two-100-level science courses-(see Note 1) | $8-104$ or 5 |


| Plus:Science | One lowertevel science course (see Notes 1 and 2) 100 -level science (see Note 1) |  | 4--or 5 |
| :---: | :---: | :---: | :---: |
| Science | 100- or 200-level science (see Note 1 |  | 3-5 |
| Second year |  |  |  |
| Semester III (Fall) |  |  |  |
| Course | Title | Credits |  |
| ENGL 105 | Academic Writing |  | 3 |
| Plus:Elective | One Arts elective (see Note 3) Arts (see Note 3) |  | 3 |
| Plus:Science | Three-200-level science courses-(see Note 2) |  | 123-4 |
| Science | 200-level science (see Note 2) |  | 3-4 |
| Science | $\underline{\text { 200-level science (see Note 2) }}$ |  | 3-4 |
| Semester IV (Winter) |  |  |  |
| Course | Title | Credits |  |
| ENGL | One of ENGL 104, ENGL 108 or ENGL $\underline{170} 120-170$ |  | 3-4 |
| Or CMNS | CMNS 120 or CMNS 125 |  |  |


| Plus:Elective | One-Arts elective-(see Note 3) | 3 |
| :--- | :--- | :---: |
| Plus:Science | Three-200-level science courses-(see <br> Note 2) | 123-4 |

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 125, 150/152, 155; GEOG 101, 102, 103, 116; MATH 125; and-PHYS 111, 112; STAT 104, 106.

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;
 231, 232 252 ; 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 and Communications, and this excludes mathematics and laboratory-based science courses. Arts electives can be either Humanities or Social Sciences (see the Table of Subject Areas).

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 resourcesAddition of new course options or deletion or substitution of a required courseChange to the majority of courses in an approved programChange to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentrationChange in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion 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 $B A$ 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. Theseare:
a. Students are leaving their civic engagement requirement until the end oftheir 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 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) willequips 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 credits must be completed at UFV-
- 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. Core Competencies (5 courses: 15-17 credits)

| Foundational skillCore <br> Competency Skills | Requirement: Select one from <br> each category | Must be <br> eompleted <br> To be |
| :--- | :--- | :--- |

## Writing foundation:

Students will:

- Demonstrate knowledge of how audience, purpose, and situation shape written communication.
- Employ conventions of organization, presentation, formatting, and style in a range of genres.
- Use source material ethically and critically in written communication.
- Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources.
-_CMNS 120 or CMNS 125
- ENGL 105
- A or better in one of English Studies 12 or English First Peoples 12
- A or better in one of ENGL 091 or ENGL 099

Written, oral, or visual communication

Students will:

## Oral communication option:

- Demonstrate confidence and clarity of purpose when speaking in a public context.
- Employ delivery and organization techniques that strengthen reception of the central idea.
- AH $100, \mathrm{AH} 101, \mathrm{AH}$ 102, or AH 204
- CMNS 235 or CMNS 251
- ENGL 210
- FREN 101, FREN 102, GERM 101, GERM 102, JAPN 101, JAPN 102, RUSS 101, RUSS 102, SPAN 101, SPAN 102, SPAN 201, SPAN 202Any 100 -level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN
- GD 101 or GD 102
- SOC 254
- THEA 111 or THEA 112

Within the first 60 credits

- 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: prewriting, drafting, revising, editing, and submission.
- VA 113, VA 115, or VA 116


## Critical thinking

Students will:

- Evaluate arguments and their supporting evidence.
- Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines.
- Construct rational arguments.
- Identify and assess counter-arguments to one's position.

IDS 100 or PHIL 100 first 30

## Quantitative literacy

Students will:

- Explain and interpret information presented in quantitative forms.
- Convert relevant information into quantitative forms.
- Draw conclusions from an analysis of quantitative data.
- Use quantitative evidence in support of an argument.
- ECON 100 or ECON

101

- GEOG 252 or GEOG 253
- MATH 105, MATH 110, MATH 111, MATH 123, MATH 140, or MATH 141
- PSYC 110
- STAT 104 or STAT 106

Within the first 60 credits

## Science requirement literacy

Students will:

- Express positions that are scientifically informed.
- AGRI 123, AGRI 124, AGRI 129, or AGRI 163
- ASTR 101, ASTR 103, or Within the ASTR 104
- BIO 105, BIO 106-Any 100-level or higher BIO, credits CHEM, or PHYS
- ASTR 101, ASTR 103, or
first 30
credits
Within the
- Evaluate the quality of scientific information based on its source and the methods used to generate it.
- Articulate the role of observation and experimentation in the development of scientific theories.
- Identify ethical issues involved in the practice and application of science.
- Discuss the relevance of science in their lives and how it may affect them in their public and private roles.


## ASTR 104

- GEOG 103, GEOG 105, GEOG 111, GEOG 116, or GEOG 117
- HSC 111
- IPK 477
- KIN 163 or KIN 170
- NURS 105
- PSYC 202

Note: Students may not use the same course to meet more than one foundational core competency skill requirement.

## 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.-of their competency.

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

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

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 enesone's cultural norms and biases and respecting and honouring cultural differences, and apply what they have learned.

Each aligns with specific outeomes.

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

with community (external
and/or internal university community).

- Identify ways one's civic engagement benefits the individual and society.
- Reflect on one's self development and evaluation related to civic identity and participation.
- VA 390
- Approved, relevant internship or practicum not listed above


## Intercultural engagement

Students will:

- Identify one's own cultural norms and biases.
- Articulate characteristics and features of another culture.
- Interpret intercultural engagement through more than cultural one perspective.
- Articulate similarities and differences between cultures in a non-judgmental way.
- ANTH 111
- ARTS 280, ARTS 380, or ARTS 480 (with approval)
- CMNS 180
- ENGL 228
- FREN 103
- GDS 250/SOC 250 or GDS 311/GEOG 398/SOC 398
- GEOG 346 or GEOG 466/GD 466
- HIST 103 or HIST 3960
- IDS 300G
- IPK 386, IPK 401, or IPK 402 (see Note 2)
- JAPN 103
- LAS 200
- MACS 399K
- PACS 200
- SOC 200
- Approved, relevant internship 2 -or_practicum, or study abroad not listed above

Minimum of 60 hours relevant, paid or volunteer experience; minimum 60 hours relevant coeurrieular record experience; approved study abroad

Students may meet these requirements through specific courses or non-credit activities; non-
eredit activities must reflect the above definitions, demonstrate achievement of the defined euteomes, 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 1: 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 $B A$ requirements. The ePortfolio is an Outcomes Portfolio. Students demonstrate their learning related to the nine Institutional Learning Outcomes and the additional BA learning outeome.

The ePortfolio is an important tool which not only showeases 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 pest 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 <br> 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 minor | Minor |
| :---: | :---: | :---: | :---: | :---: |
| Anthropology |  |  | $\checkmark$ | $\checkmark$ |
| Applied Ethical and Political Philosophy |  |  |  | $\checkmark$ |
| Applied Statistics |  |  |  | $\checkmark$ |
| Art History |  |  | $\checkmark$ | $\checkmark$ |
| Biology |  |  | $\checkmark$ |  |
| Business |  |  |  | $\checkmark$ |
| Communications |  |  |  | $\checkmark$ |
| Computer Information Systems |  |  | $\checkmark$ | $\checkmark$ |
| Creative Writing | $\boldsymbol{V}$ <br> (English <br> Honours, <br> Creative Writing) | (English major, Creative Writing concentration) | $\checkmark$ | $\checkmark$ |
| Criminal Justice |  |  | $\checkmark$ | $\checkmark$ |
| Economics |  | $\checkmark$ |  | $\checkmark$ |


| English | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| :---: | :---: | :---: | :---: | :---: |
| French |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Geography | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Global Development Studies |  |  | $\checkmark$ | $\checkmark$ |
| Graphic and Digital Design |  |  | $\checkmark$ | $\checkmark$ |
| History | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Indigenous Studies |  | $\checkmark$ |  | $\checkmark$ |
| Kinesiology |  |  |  | $\checkmark$ |
| Latin American Studies |  |  | $\checkmark$ | $\checkmark$ |
| Mathematics | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Mathematics (Statistics |  |  |  | $\checkmark$ |
| Media and Communication Studies |  |  | $\checkmark$ | $\checkmark$ |
| Peace and Conflict Studies |  | $\checkmark$ |  | $\checkmark$ |
| Philosophy | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Political Science |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Psychology | $\checkmark$ | $\checkmark$ | $\checkmark$ |  |
| Sociology |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Sociology/Anthropology |  | $\checkmark$ |  |  |
| Theatre |  | $\checkmark$ | $\checkmark$ | $\checkmark$ |
| Visual Arts |  |  | $\checkmark$ | $\checkmark$ |

## 5.6._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 course descriptions section.

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

## Memo for Program Changes

To: CACC
From: Tetsuomi Anzai
Date: Dec. 72020
Subject: Program change: Bachelor of Fine Arts

1. Summary of changes (select all the apply):
$\square$ Program revision that requires new resourcesAddition of new course options or deletion or substitution of a required courseChange to the majority of courses in an approved programChange to the duration, philosophy, or direction of a programAddition of a new field of specialization, such as a concentrationChange in requirements for admissionChange in requirements for residency or continuanceChange in admission quotasChange which triggers an external reviewDeletion of a program not included in the Program Discontinuance policy
$\boxtimes$ 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: $\mathrm{n} / \mathrm{a}$
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? $\mathrm{n} / \mathrm{a}$
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.

## 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.

## 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 Graphic and Digital
$\underline{\text { Design }}$ and Visual Arts. Extended minor are available in six BFA-related disciplines:

- Art History and Visual Studies
-     - Creative Writing
- ,-Graphic and Digital Design
-     - Media and Communication Studies
- , Theatre,
- or Visual Arts.

Minors are available in these six disciplines, as well as in Business and Communications. Minors can be added to majors or any combination of extended minors in the BFA. and extended minors in these six areas or ac or can also be added to the majors in the BFA.

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 Graphic and Digital Design and Visual Arts, and extended minors and minors in six disciplines related to fine arts: Art History and Visual Studies, Creative Writing, Graphic and Digital Design, Media and Communication Studies, Theatre, and Visual Arts. 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. Extended Minors and/or extended-minors in these subject areas and in Business and Communications-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.

## 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.

## 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


## MEMO

| To: | Samantha Pattridge, Chair, Undergraduate Education Committee; Peter Geller, Vice- Provost and AVP, |
| :--- | :--- |
|  | Academic | | From: | Bruce Kirkley, Associate Director, Program Development and Quality Assurance |
| :--- | :--- |
| Date: | $18 / 02 / 2021$ |
| Re: | 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

TO: 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.


[^0]:    - Equine trimming and shoeing
    - Diseases of the hoof

    Reproduction

    - Introduction to principles of selection and genetic improvement
    - Hormonal control of reproduction
    - Pregnancy and parturition
    - Diseases of reproduction

    Animal Husbandry and Stable Management

    - Equine health management protocols with veterinarian
    - Immune function and vaccination protocols
    - Worming and parasite control protocols
    - First aid and when to call the vet
    - Equine disease conditions
    - Biosecurity
    - Environmental impacts of equine production

    Animal Welfare

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

