



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**March 22, 2024 - 10:00 AM**  
**A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 8      **2.1. UEC draft minutes: March 1, 2024**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

9 - 10      **3.1. Child, Youth, and Family Studies**  
Discontinuation: FAM 01, 02, 03, 04, 05, 06

MOTION: To approve the discontinuation of FAM 01, 02, 03, 04, 05, and 06 as presented.

11 -      **3.2. Communications**  
15      New course: CMNS 310, Professional Communication Ethics

MOTION: To approve the CMNS 310 course outline as presented.

16 -      **3.3. English**  
34      Review with changes: ENGL 323, 331, 335  
         Review with changes including title: ENGL 360

MOTION: To approve the ENGL course outlines as presented.

35 -      **3.4. Agriculture Technology**  
70      Review with changes including title and prerequisites: AGRI 210, 390, 490

Changes to program requirements and addition of Agribusiness option:  
Agriculture Technology diploma

Changes to program requirements: Horticulture Crop Production and Protection certificate

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Changes to program requirements: Livestock Production certificate

MOTION: To approve the AGRI course outlines as presented.

MOTION: To approve the changes to the current Agriculture Technology diploma as presented, effective September 2024.

MOTION: To recommend approval of the Agriculture Technology diploma Agribusiness option as presented, effective September 2024.

MOTION: To approve the changes to the Horticulture Crop Production and Protection certificate as presented, effective September 2024.

MOTION: To approve the changes to the Livestock Production certificate as presented, effective September 2024.

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77

**3.5. Arts and Integrated Studies**

Change to program requirements: General Studies diploma

MOTION: To approve the changes to the General Studies diploma as presented, effective September 2024.

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93

**3.6. Creative Arts**

Changes to entrance and program requirements: Bachelor of Fine Arts

MOTION: To recommend approval of the Bachelor of Fine Arts entrance and program requirements as presented, effective September 2024.

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**3.7. Environmental Studies**

Changes to entrance and program requirements: Bachelor of Environmental Studies

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

MOTION: To recommend approval of the changes to the Bachelor of Environmental Studies entrance and program requirements as presented, effective September 2024.

MOTION: To recommend approval of the changes to the Bachelor of Environmental Studies (Natural Science) entrance and program requirements as presented, effective September 2024.

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**3.8. Continuing Education**

Changes to entrance and program requirements: Legal Administrative Assistant certificate

Changes to entrance and graduation requirements: Nursing Unit Clerk certificate

Changes to entrance requirements: Paralegal certificate

Changes to entrance and graduation requirements: Paralegal diploma

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MOTION: To recommend approval of the Legal Administrative Assistant certificate entrance requirements as presented, effective September 2024.

MOTION: To recommend approval of the Nursing Unit Clerk certificate entrance and graduation requirements as presented, effective September 2024.

MOTION: To recommend approval of the Paralegal certificate entrance requirements as presented, effective September 2024.

MOTION: To recommend approval of the Paralegal diploma entrance and graduation requirements as presented, effective September 2024.

#### **4. OTHER BUSINESS/DISCUSSION ITEMS**

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##### **4.1. Program development procedures**

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169

##### **4.2. UEC Terms of Reference**

##### **4.3. UEC Liaison reports**

##### **4.4. Policy Subcommittee report**

##### **4.5. APPC report**

##### **4.6. Senate report**

##### **4.7. Senate Teaching and Learning Committee report**

#### **5. INFORMATION ITEMS**

##### **5.1. Program suspensions and discontinuations**

Two-year suspension: Physical Geography major

Two-year suspension: Physical Geography minor

Two-year suspension: Geographic Information Systems certificate

#### **6. ADJOURNMENT**



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

March 1, 2024  
9:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Donna Alary, Michael Batu, Chris Campbell, Claire Carolan, Samantha Hannah, Shirley Hardman, Claire Hay, Amber Johnston, David Johnston, Dana Landry, William Maher, Lisa McMartin, Linda Pardy, and Kevin Wainwright  
**ABSENT:** Rhonda Colwell, Vlad Dvoracek, Carl Janzen, Bobby Jaswal, Selena Karli, David McGuire, and Shel Stefan  
**GUESTS:** Edward Akuffo, Alan Cameron, Lara Duke, Sarah Graham, BaoVan Hill, Andrea Hughes, Teresa Kisilevich, Simon Lambek, Shelley Liebembuk, Mariano Mapili, Trevor Murray, Elaine Newman, Melanie Opmeer, Tracy Porter, Jessica Price, Afia Raja, Noah Schwartz, Lee-Anne Stephen, Candace Stewart-Smith, Susan Stoneson, Alessandro Tarsia, David Warkentin, Kayla Webster  
**RECORDER:** Amanda Grimson

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

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

**2.1.** UEC draft minutes: January 26, 2024

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Science: Programs**

Change to Biology declaration requirements: Bachelor of Science

**MOTION:**

To approve the changes to the Biology declaration requirements for the Bachelor of Science as presented, effective September 2024.  
CARRIED

##### **3.2. Planning, Geography, and Environmental Studies: Courses**

Review with changes: GEOG 105, 111, 233

New course: GEOG 320, Sustainable Transportation

New course: GEOG 355, GIS for Built Environment

New course: GEOG 359, GIS Applications for Business

**MOTION:**

To approve the GEOG course outlines as presented.  
CARRIED

##### **3.3. Planning, Geography, and Environmental Studies: Programs**

New program: Applied Geographic Information Systems associate certificate

UEC Draft Minutes  
1 Mar 2024

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There was discussion regarding adding Indigenization to the program learning outcomes (PLOs), particularly as this is already reflected in course learning outcomes. The PLOs will be revised by the Program Working Group and reviewed by UEC Chair and Vice Chair before submission to APPC and Senate.

**MOTION:**

To recommend approval of the Applied Geographic Information Systems associate certificate as amended:

- Program learning outcomes will be revised to make Indigenization more explicit

CARRIED

**3.4. Health Sciences: Programs**

Changes to entrance requirements: Bachelor of Science in Nursing

The calendar will include a note that there is a fee for CASPer.

**MOTION:**

To recommend approval of the Bachelor of Science in Nursing entrance requirements, effective for the 2024/25 Academic Calendar.

CARRIED

**3.5. Psychology: Courses**

Review with changes: PSYC 360, 364, 368, 386, 460

**MOTION:**

To approve the PSYC course outlines as amended:

- PSYC 360: learning outcome #6 changed to "Demonstrate how **colonial**, cultural, and personal experiences may impact or be impacted by these processes."

CARRIED

**3.6. Co-operative Education: Courses**

Review with changes including title and total hours: COOP 110, 120, 130, 140, 150, 160

**MOTION:**

To approve the COOP course outlines as presented.

CARRIED

**3.7. Political Science: Courses**

Review with changes including title and prerequisites: POSC 311, 312

New course: POSC 313, Truth and Power: Contemporary Political Thought

Review with changes including title and prerequisites: POSC 350

New course: POSC 399, Special Topics in Political Science

New course: POSC 498, Directed Reading in Political Science

New course: POSC 499, Directed Research in Political Science

Discontinuation: POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, 494

**MOTION:**

To approve the POSC course outlines as presented.

CARRIED

UEC Draft Minutes  
1 Mar 2024

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**MOTION:**

To discontinue POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, 494 as presented.

CARRIED

**3.8. Applied and Technical Studies: Courses**

Change to prerequisites: DMFG 201, 202, 203, 205, 207

Change to prerequisites: ELTR 201, 202, 211, 214, 216, 217, 230

Changes including learning outcomes: ELTR 220

**MOTION:**

To approve the changes to the DMFG and ELTR course outlines as presented.

CARRIED

**3.9. Applied and Technical Studies: Programs**

Change to graduation requirements: Electronics Technician certificate

Changes to entrance and program requirements: Automation and Robotics Technician diploma

Changes to entrance and program requirements: Digital Manufacturing diploma

**MOTION:**

To recommend approval of the changes to the Electronics Technician certificate as presented, effective September 2024.

CARRIED

**MOTION:**

To recommend approval of the changes to the Automation and Robotics diploma as presented, effective September 2024.

CARRIED

**MOTION:**

To recommend approval of the changes to the Digital Manufacturing diploma as presented, effective September 2024.

CARRIED

**3.10. Creative Arts: Courses**

New course: VA 195, Indigenous Arts Experiential Learning

**MOTION:**

To approve the VA 195 course outline as amended:

- Learning outcome #4 changed to "**Exchange** feedback..."

CARRIED

**3.11. Creative Arts: Programs**

Changes to entrance and program requirements: Indigenous Arts certificate

This will be a cohort program intended specifically for Indigenous students.

**MOTION:**

To recommend the change to the Indigenous Arts certificate as presented, effective September 2024.

CARRIED; 1 ABSTENTION

**3.12. History: Courses**

New course: HIST 227, History of Indigenous-Newcomer Relations in Canada

**MOTION:**

To approve the HIST 227 course outline as presented.  
CARRIED

**3.13. History: Programs**

Changes to program requirements: History major and extended minor

**MOTION:**

To approve the changes to the History major and extended minor as presented, effective September 2024.  
CARRIED

**3.14. Modern Languages: Courses**

Review with changes including prerequisites: FREN 103

Review with changes including title: FREN 215, 216

Review with changes including total hours: FREN 219

Review with changes including title and total hours: FREN 230

Review with changes including total hours: FREN 325

Review with changes: FREN 315, 342, 345, 415, 420, 430

New course: FREN 460, Special Topics in French

**MOTION:**

To approve the French course outlines as amended:

- FREN 215: learning outcome #1 will be revised to a more typical format
- All relevant prerequisites changed from "assessment **of** the department" to "assessment **by** the department"
- Notes will be added to appropriate calendar descriptions to indicate equivalency to CEFR levels

CARRIED

**3.15. Modern Languages: Programs**

Change to program requirements: French major, extended minor, and minor

**MOTION:**

To approve the changes to the French major, extended minor, and minor as presented, effective September 2024.  
CARRIED

**3.16. Arts and Integrated Studies: Programs**

Changes to program requirements: Bachelor of Arts

Changes to program requirements: Bachelor of Integrated Studies

**MOTION:**

To approve the changes to the Bachelor of Arts as presented, effective September 2024.

UEC Draft Minutes  
1 Mar 2024

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CARRIED

**MOTION:**

To approve the changes to the Bachelor of Integrated Studies as presented, effective September 2024.

CARRIED

**3.17. Culture, Media, and Society: Courses**

Updates: MACS 215, 221, 230, 299, 399, 460/SOC 460

The committee agreed that the submitted revisions are acceptable as editorial changes.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Liaison reports**

FECHD will be meeting next week and will have something to report for the next meeting. There were no other reports.

**4.2. Policy Subcommittee report**

There was no report.

**4.3. APPC report**

There was no report.

**4.4. Senate report**

Senate discussed sessional dates and agreed to shorten the fall semester by one day. There are also several holiday Mondays in the upcoming year, which means that the final day of classes will be a Thursday with Monday classes.

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

The February meeting was canceled; this committee will next meet in April.

**4.6. Program development procedures**

Committee members were reminded to review the procedures that were circulated for the January meeting.

**5. ADJOURNMENT**

The meeting was adjourned at 11:40 am.

**Memo for Course Changes**

To: FECHDCC

From: RoseAnne Timbrell, Department Head of CYFS

Date: December 19, 2023

**Subject: Proposal for discontinuation of FAM 01 - Introduction to Family Child Care, FAM 02 - Early Childhood/ Child & Youth Care, FAM 03 - Understanding Childrens' Behaviour, FAM 04 - Health, Safety and Nutrition, FAM 05 - Planning Children's Experiences, and FAM 06 - Administration/Working with Families**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

Rationale for change: These courses were part of the Family Child Care program, which was suspended in 2016 and discontinued in 2019. The courses were last offered in Summer 2015 and there are no plans to offer them again or create a new program for them.

<https://www.ufv.ca/calendar/current/CourseDescriptions/FAM.htm>

- **FAM 01 - Introduction to Family Child Care**
- **FAM 02 - Early Childhood/ Child & Youth Care**
- **FAM 03 - Understanding Childrens' Behaviour**
- **FAM 04 - Health, Safety and Nutrition**
- **FAM 05 - Planning Children's Experiences**
- **FAM 06 - Administration/Working with Families**

2. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Not applicable
3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not applicable
4. Which program areas have been consulted about the change(s)? Not applicable

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). Not applicable
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Not applicable
7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. Not applicable
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Not applicable

**Memo for New Course**

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: December 11, 2023

**Subject: Proposal for new course Professional Communications Ethics (CMNS 310)**

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

1. Rationale for new course, including how this course fits into the program(s):
2. The BA Major in Communications deals with workplace communication and production contexts, across industries and disciplines. While there are ethics classes in Philosophy (PHIL 110, PHIL 315) and degree-specific applied ethics classes at UFV (BUS400, MACS369), a course focused on communications ethics will develop student awareness of civic, professional, personal, and interpersonal obligations in the communications industry and communications roles, and build students' awareness of the ethical contexts and outcomes of decision-making. It will equip them with high level skills to make clear and consistent ethically informed professional decisions, and to explain the ethical foundations of their decision-making process. Communications professionals make difficult choices about client relationships, corporate messaging, identity representation and public engagement, all of which require the transparency and consistency afforded by a consistent ethical framework. **The proposed course provides a sustained focus on one area of professional communications activity – the ethical element – which is integral to communications work, and is focussed on communicative behaviour in spoken, written and interpersonal activity. UFV's newly updated ILOs 1,3,5, 7, and 8 all have a close relation to the PLO 9 of the Communications Major, requiring students to "Apply ethical principles of accuracy, credibility, fairness, transparency, accountability, and personal integrity to all communication activities and practices". As Ballard et al (2014) note, "Developing these ethical facilities means developing one's [...] reflective engagement and awareness of our communicative behavior" (66). <sup>1</sup> UFV's ILOs require students to communicate, lead, advocate, and engage. These are core activities in professional communication, and they require a specific set of skills for decision-making and action-taking within the field. While these areas are touched on in many courses, a course dedicated to them will help equip communications students to evaluate contributions to public, private, and professional discourse, to decide how to make those contributions, and to understand actions, messages,**

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<sup>1</sup> Ballard et al further assert that "communication ethics literacy should be present in every communication and media curricula in some form. As a discipline, there is a need for administrators and faculty to discuss how we teach communication ethics, both as standalone courses that can be devoted to understanding the role of ethics in our communicative life, interactions, and transactions with others, as well as integrated throughout courses that warrant discussions of ethics (public speaking, interpersonal communication, rhetoric, media, etc.) across curricula"

and choices in communicative contexts. This course will become one of the upper-level options to meet the four upper-level credit requirements.

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

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

This course develops critical analysis skills (ILO2, PLO1) through case studies and the application of general frameworks to specific situations. It requires students to find and solve problems, including problems without simple solutions (ILO4, PLO2, PLO3). Students are required to learn and apply respectful professional practices through the development of a professional code of ethics (ILO8 PLO4, PLO5) and to engage in respectful practices by explaining and justifying their ethical choices within a consistent framework. (ILO8, PLO10). They must also consider and apply ethical systems from various cultural backgrounds (ILO9, PLO11).

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No, though it may be potentially useful for Media Arts, Journalism, Indigenous Studies, and Business. We plan to consult with programs after the course is approved.
5. Which program areas have been consulted about the course? Consulted: SCMS (strongly approve) Indigenous Studies (no response), Philosophy (approve), Business
6. If a new discipline designation is required, explain why: N/A
7. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The course includes a specific section on Indigenous ethics and world views; it requires students to both learn about and apply Indigenous ethical frameworks. Core course readings include material on Indigenous worldviews and approaches to ethical interpersonal communication. 3 hours of instruction are indicated as experiential / participation-oriented learning. The dept and the university recognize the demands on the time and energy of Indigenous faculty and staff, as well as the need to respect the time and work of cultural elders and ambassadors. While the participatory/experiential learning element of the course MAY be delivered through special guest speakers, facilitators, or cultural representatives, therefore, it may also be fulfilled through other activities. These may include field trips or tours that engage with Indigenous culture (for instance local place name tours or Sto:lo cultural tours); or in-class / online activities addressing decolonizing approaches to libraries / archives / museums with a focus on ethical questions of collection / appropriation (TRC Articles 67-70); engagement with historical data regarding the ethics of land use and colonial appropriation / development (UNDRIP Article 15); or a specific community focus on the work of (for example) NGOs or businesses as their work and policies relate to ethical activities and choices involved with Indigenous cultural ethics and/or survivance (TRC Article 92).

8. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course examines ethical theories including questions of inclusivity, diversity, equality, and equity and from a professional perspective. It offers students a choice of media through which to complete some of their assignments (recorded or live presentation, written report, electronic documents), generating a wide field of accessible work across formats. It evaluates teamwork and team dynamics on a rubric of equitable work distribution and inclusivity. Diverse cultural approaches to ethical issues and values are included in the course structure.
9. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

None

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

Textbook: \$80

**REFERENCES:**

Ballard, R. L., Bell McManus, L. M., Holba, A. M., Jovanovic, S., Tompkins, P. S., Charron, L. J. N., Hoffer, M. L., Leavitt, M. A., & Swenson-Lepper, T. (2014). Teaching Communication Ethics as Central to the Discipline. *Journal of the Association for Communication Administration*, 33(2), 65–83.

**CWC comments and responses:**

- Can evidence/confirmation of consultation with Philosophy be provided?  
*The evidence is the course designer's verbal and email communication with the head of the Philosophy department.*
- Although this is an interesting topic, it is not intended to be a required course. Is there a need for additional elective courses, considering the Communication major only requires 31-36 upper-level credits and there are already 25 upper-level CMNS courses in place?  
*Additional context has been provided in the rationale section of this memo. The course is not designed exclusively for Communication Majors, it also aims to address some BA competencies, with a forward-looking perspective to serve multiple programs.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2023  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------|---|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CMNS 310                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Communication Ethics<br><b>Course Short Title:</b> Professional Comm Ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> School of Communication                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students learn ethical and moral decision-making strategies and skills related to professional and workplace communications. They examine and apply ethical systems and concepts from a variety of social, cultural, and theoretical backgrounds to facilitate clear and consistent choices and actions.<br>Note: Field trips outside of class time may be required.                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 45 university-level credits including CMNS 251.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">12</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Experiential (cultural/elder learning or participation) | 3 | Tutorials/workshops | 12 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                                         |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Explain how major systems of ethical reasoning from various cultural backgrounds can help direct professional communications practice.
2. Relate elements of a pre-existing system of ethical reasoning to professional decision making in a communications context.
3. Apply one or more systems of ethical reasoning to a practical communications situation or case study, including Indigenous world views, in professional communications.
4. Justify a specific communication choice using a broader system of ethical reasoning.
5. Create guidelines for action in a professional communications setting (such as a professional code of conduct) that reflect a system of ethical reasoning.

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

|              |     |          |     |   |
|--------------|-----|----------|-----|---|
| Assignments: | 80% | Project: | 20% | % |
|              | %   |          | %   | % |

**Details:**

- Comparative application of two ethical systems to a professional communications context or case study: 20%
- Representation of your ethical position on a professional communications topic (student's choice of media): 20%
- Description of an ethical system as professional communications case study from an intercultural perspective: 20%
- Statement of professional ethics: 15%
- Professionalism: 5%
- Team project (includes rubric on team participation/interaction): 20%

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

| Type        | Author or description  | Title and publication/access details                                                                                                              | Year |
|-------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | George Cheney (Editor) | The Handbook of Communication Ethics                                                                                                              | 2011 |
| 2. Textbook | William W. Neher       | Communicating Ethically: Character, Duties, Consequences, and Relationships                                                                       | 2020 |
| 3. OER book | Bruce Allan et al.     | Pulling Together: A guide for Indigenization of post-secondary institutions. A professional learning series. A Guide for Teachers and Instructors | 2018 |
| 4.          |                        |                                                                                                                                                   |      |
| 5.          |                        |                                                                                                                                                   |      |

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

**Course Content and Topics**

- Ethics, law, and shame: communication structures and social values
- Ethical systems and cultural contexts: Indigenous ethics, culture, and communications contexts – business and intercultural comms
- Communications ethics in cultural contexts in professional communications contexts – NGOs and intercultural comms
- Codes of ethics and conflicts of interest
- Rule based ethical systems in professional contexts
- Context and value-based decision making in professional contexts
- Representation and construction of ethical issues in social media communications materials
- Organizational and workplace relationships – interpersonal ethical engagement in professional contexts
- Media production and journalistic ethics

**Memo for Course Changes – ENGL 323**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of ENGL 323, Topics in Romanticism**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change: Learning outcomes were updated for clarification and to better incorporate a decolonizing approach to the study of nineteenth-century literature and culture. An assignment breakdown was included to provide a better sense of what students can expect in the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes are updated to align with ILOs and program outcomes and to align with learning outcomes of other 300-level courses.

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

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

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

As a special topics course, ENGL 323 offers important opportunities to dismantle the racist and colonial epistemologies that subtend English Romanticism. The revised learning outcomes ensure

that this approach is incorporated into any iteration of the course. When taught as “Madness and the Romantic Imagination,” for example, as shown in the course outline, the course adopts decolonial and disability studies approaches to the literature of the period, highlighting the extent to which Romantic texts such as “Kubla Khan” and *Confessions of an English Opium Eater* encode Eurocentric, colonial, and/or ableist attitudes.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course reflects EDI principles through the flexibility and variety of assignments beyond traditional essays, including reflective writing in journals, creative assignments, and self-assessment. The cost of course texts is generally minimal and could be lowered further through the use of the Learning Management System as a repository for required readings. The LMS can also be used to post in-class materials such as PowerPoints and its accessibility tools provide further scope for ensuring the course is delivered in an accessible way.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$40

**CWC comment and response:**

- Since this course is (correctly) not a special topics course, a change to the course title to remove “Topics in” may help avoid confusion for students. Pre-Check suggests changing this to “Romanticism”, “Themes in Romanticism”, or similar.  
*This was initially changed during the approval process to a special topics course and presented at UEC’s Oct. 27, 2023 meeting. UEC recommended further consultation with the Dean and/or CACC before final approval. This is returning to UEC with a revised title and without the change to special topics.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 323                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Romanticism                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Romanticism                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the English Romantic period from a variety of perspectives. Topics might include the Romantic ode, madness and the Romantic imagination, the politics of English Romanticism, or Romantic women.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 25 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Discuss, with examples, central themes and concerns in Romantic literature.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of Romantic social and historical contexts to course materials, including developing industrialism, nationalism, and imperialism.
4. Evaluate the cultural outlook of Romantic writers in relation to the wider world, including Indigenous cultures.
5. Conduct guided research related to Romanticism in written and oral work.
6. Apply appropriate critical frames to literary analysis.
7. Analyze personal responses to Romantic literature, and how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 40% | % | % |
| Assignments: | 60% | % | % |

**Details:**

Journal/reflective writing: 10%  
 Self-assessment: 5%  
 Short paper: 10%  
 Archival or creative project: 15%  
 Final essay proposal/annotated bibliography: 10%  
 Final quiz: 10%  
 Final paper: 40%

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

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

| Type        | Author or description | Title and publication/access details                                 | Year |
|-------------|-----------------------|----------------------------------------------------------------------|------|
| 1. Other    | various               | Custom Course pack                                                   |      |
| 2. Textbook | De Quincey, T.        | Confessions of an English Opium-Eater, Broadview                     | 2009 |
| 3. Textbook | Hogg, James           | The Private Memoirs and Confessions of a Justified Sinner, Broadview | 2001 |
| 4. Textbook | Walpole, Horace       | The Mysterious Mother                                                | 2003 |
| 5.          |                       |                                                                      |      |

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

**Course Content and Topics**

The course content may vary dependent on the theme chosen.

**Example of a course theme for Drugs, Madness, and Romantic Imagination:**

- Background to Romanticism: Wordsworth and Coleridge, "Preface" to *Lyrical Ballads*; definitions of Romanticism
- Romantic Imagination: Locke, "Of the Association of Ideas," Hume, "Of Miracles," Burke, "The Sublime and the Beautiful"
- Madness: Foucault, from *Madness and Civilization*, Johnson's *Dictionary*, "Mad"; various authors, "A Description of Bedlam," "A Treatise on Madness," Charlotte Smith, "On Being Cautioned...", Christopher Smart, "Jubilate Agno"
- The Gothic: Walpole, *The Mysterious Mother*
- Saints, Sinners, and the Supernatural: Blake, *The Marriage of Heaven and Hell*, Coleridge, "Rime of the Ancient Mariner," Hogg, *The Private Memoirs and Confessions of a Justified Sinner*
- Opium and Orientalism: Thomas De Quincey, *Confessions of an English Opium Eater*
- Dream Visions: Coleridge, "Kubla Khan," Coleridge, "Dejection: An Ode," Keats, "Lamia," "La Belle Dame Sans Merci"
- Melancholy: Keats, "Ode on Melancholy," "Ode to Autumn," "Ode on a Grecian Urn"

**Memo for Course Changes**

To: College of Arts Curriculum Committee

From: Heather McAlpine

Date: 29 January 2024

**Subject: Proposal for revision of ENGL 331: Victorian Poetry and Poetic Theory**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
  
2. Rationale for change: The course is up for its regular revision, but I took this opportunity to move it more into alignment with principles of Indigenization, EDI, and the new ILOs. The description has been cleaned up and slightly broadened; the learning outcomes have also been updated to reflect these principles. The assignment structure includes a wider variety of options to improve accessibility and allow students more ways to demonstrate their learning and share their gifts. The outline makes more explicit that the course will incorporate material that traces the power structures that inform Victorian poetry, including class, race, attitudes to gender, and imperialism.
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): While the changes to the Learning Outcomes are not very substantial, they do align with all 8 of the new ILOs which go into effect this summer. Students learn to apply knowledge of context and critical frames to course materials (2, 3, 5, 6); they examine the readings critically and draw on multiple perspectives in their analysis (2, 3, 4, 5, 6, 7); they practice speaking, discussing, writing, and producing other products to communicate their ideas (1, 2, 7); they work collaboratively (5); they learn about and engage with Indigenous ways of knowing (4, 7); they reflect on connections between the course material and current issues (4, 6, 7); they uncover the structures of power at work within Victorian culture (3, 4); they use reflection and self-evaluation to facilitate long-term learning and growth (7).
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A

5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

By reading Victorian poetic theory, students uncover the deeper attitudes that informed aesthetic production in this period, allowing them to see the ideological roots of literary representation, including, most notably, imperialism. For example, Thomas Babington Macaulay's "Minute on Indian Education" identifies English as the only language capable of carrying scientific knowledge, expressing a British supremacist attitude; Matthew Arnold's essay on Celtic literature applies a similar idea to a comparison of English and Irish literatures; Tennyson's *Idylls of the King* applies the British mythology of King Arthur to a cautionary tale about the decadence of the English empire.

The outcomes and assignments have been updated to reflect a holistic and Indigenized approach to learning that considers four areas of learning which correspond to the four quadrants of the Medicine Wheel: physical (workshops on research methods and Victorian crafting; writing), emotional (personal and affective responses; reflective writing), mental (applying knowledge and critical frames to course materials), and spiritual (critical frames and personal responses; self-evaluation).

One of the new outcomes also requires that students "evaluate the cultural outlook of Victorian writers in relation to the wider world, including Indigenous cultures."

The assignment scheme provides options for students to demonstrate their learning and demonstrate their gifts in multiple ways, including reflection, self-assessment, and creative production.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
The course allows for students to demonstrate their learning in multiple ways, including reflection, self-assessment, and creative production, alongside more traditional academic assignments. There is only one novel to be purchased, and all other materials are made available in open online formats.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$20

**CWC comments and responses:**

- Does this course need to be 60 hours/4 credits? Is it possibly time to revisit/revise this and other courses to 3 credits as they are up for review?  
*We are not prepared to make this change at this time, but will revive the discussion within the department.*

- Calendar description is fine as is, although Pre-Check noted that there will be an expectation that these authors are studied every time the course is offered. If the department would prefer a more general description to allow more flexibility, the specific authors could be moved to the course content section and replaced with some of the language from the learning outcomes.

*These are the authors whose work relates to the topic and it's unlikely they would be replaced; the "and others" clauses leave room for other authors to be included.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 331                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Victorian Poetry and Poetic Theory                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Victorian Poetry/Poetic Theory                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the poetry and poetic theory of the Victorian era, 1830-1900. Representative works by Tennyson, Arnold, the Brownings, the Rossettis, and others will be studied in relation to essays by Mill, Arnold, Ruskin, Pater, Macaulay, Buchanan, and others.                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Discuss, with examples, central themes and concerns in Victorian poetry and poetic theory.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of the social and historical contexts of the Victorian period to course materials, including imperialism, social class, aestheticism, subjective vs. objective, and attitudes to gender.
4. Evaluate the cultural outlook of Victorian writers in relation to the wider world, including Indigenous cultures.
5. Conduct guided research related to Victorian culture in written and oral work.
6. Apply appropriate critical frames to literary analysis.
7. Analyze personal responses to Victorian literature, and explain how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 60% | % | % |
| Project:     | 40% | % | % |

**Details:**

Journal/reflective writing: 10%

Self-assessment: 5%

Two short papers: 20%

Archival or creative project: 15%

Final project proposal and annotated bibliography: 10%

Final project: 40%

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

| Type               | Author or description       | Title and publication/access details | Year |
|--------------------|-----------------------------|--------------------------------------|------|
| 1. Other           | Barrett Browning, Elizabeth | Aurora Leigh (Oxford UP)             | 2008 |
| 2. Online resource | Tennyson, Alfred            | In Memoriam (RPO)                    | 1998 |
| 3. Online resource | Custom Coursepack           | Readings posted to Blackboard        |      |
| 4.                 |                             |                                      |      |
| 5.                 |                             |                                      |      |

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

**Course Content and Topics**

- Background to the Victorian period: Clough, "Duty"; Tennyson, "The Lady of Shalott"
- What is poetry, who is the poet? J.S. Mill, "What is Poetry?"; Barrett Browning, "Sonnets from the Portuguese"; Tennyson, "The Poet's Mind"; Arnold, "Resignation"
- Mourning and Victorian rituals: Tennyson, *In Memoriam*
- Empire and identity: Macaulay, "Minute on Indian Education"; Arnold, "On the Study of Celtic Literature"; Tennyson, "The Passing of Arthur"; Kipling, "Recessional"
- Victorian crafting workshop: making hair art and rag rugs
- Grotesque and ornate: Bagehot, "Wordsworth, Tennyson, and Browning"; Tennyson, "The Kraken"; Browning, "Caliban Upon Setebos"
- Subjective and objective: Browning, "Essay on Shelley"; "By the Fire-Side"; "Childe Roland to the Dark Tower Came"
- Truth to nature: Ruskin, "Of the Pathetic Fallacy"; Tennyson, "Mariana"
- The female poet and "the woman question": Barrett Browning, *Aurora Leigh*
- The Fleshly School controversy: Rossetti, *The House of Life*; "The Stealthy School of Criticism"; Buchanan, "The Fleshly School of Poetry"
- Aestheticism and the Fin-de-siecle: Pater, *The Renaissance*; Wilde, "Symphony in Yellow"; Field, "The Birth of Venus"

**Memo for Course Changes**

To: CACC

From: Heather McAlpine

Date: 30 January 2024

**Subject: Proposal for revision of ENGL 335: Topics in Victorian Literature**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

The course is up for its regular revision, and I took this opportunity to move it more into alignment with principles of Indigenization, EDI, and the new ILOs. The description has been cleaned up and slightly broadened; the learning outcomes have also been updated to reflect these principles. The assignment structure includes a wider variety of options to improve accessibility and allow students more ways to demonstrate their learning and share their gifts. The sample outline makes more explicit that the course addresses the ideological underpinnings of the period, including class, race, attitudes to gender, and imperialism.

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

While the changes to the Learning Outcomes are not very substantial, they have been modified to align more closely with all 8 of the new ILOs which go into effect this summer. Students learn to apply knowledge of context and critical frames to course materials (2, 6); they examine the readings critically and draw on multiple perspectives in their analysis (1, 2, 3, 6, 7); they practice speaking, discussing, writing, and producing other products to communicate their ideas (1, 2); they work collaboratively (5); they learn about and engage with Indigenous ways of knowing (4); they reflect on connections between the course material and current issues (6, 7); they uncover the structures

of power at work within Victorian culture (3, 4); they use reflection and self-evaluation to facilitate long-term learning and growth (7).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In this course, students confront the ideological roots of literature, art and other aspects of culture in the Victorian period. The sample topic, the Pre-Raphaelite Movement, permits deep investigation of an aesthetic movement that embodies several of Victorian Britain's most significant ideologies, most notably imperialism (including attitudes of British supremacy, Christian supremacy, and white supremacy). Through its representations of British mythological figures, contemporary urban dwellers, and Biblical figures, this movement also engages with questions of gender, sexuality, class, privilege, and inequality.

The outcomes and assignments for this course reflect a holistic and Indigenized approach to learning that considers four areas of learning which correspond to the four quadrants of the Medicine Wheel: physical (workshops on research methods; writing; an exercise in which students photograph themselves recreating a famous Pre-Raphaelite painting), emotional (personal and affective responses; reflective writing), mental (applying knowledge and critical frames to course materials), and spiritual (evaluating critical frames and personal responses; self-evaluation).

One of the new outcomes also requires that students "evaluate the cultural outlook of Victorian writers in relation to the wider world, including Indigenous cultures."

The assignment scheme provides options for students to demonstrate their learning and demonstrate their gifts in multiple ways, including reflection, self-assessment, and creative production.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The course allows students to demonstrate their learning in multiple ways, including reflection, self-assessment, and creative production, alongside more traditional academic assignments. There is no in-person final exam; students self-assess their attendance and participation. There are only two paperback poetry collections to be purchased, and all other materials are made available in open online formats through Blackboard.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$40

**CWC comment and response:**

- As with ENGL 331, is it time to reconsider whether this should continue to be 60 hours/4 credits, or change to 3 credits?  
*We are not prepared to make this change at this time, but we will revive this discussion within the department.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 335                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Topics in Victorian Literature                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Topics in Victorian Literature                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description</b><br>Approaches the poetry, fiction, nonfiction, and/or art and culture of the Victorian period from a perspective chosen by the instructor.                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Discuss, with examples, the central themes and concerns of the area of Victorian literature and culture covered in the course.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of Victorian social and historical contexts to course materials, including imperialism and colonialism, class, and gender.
4. Evaluate the cultural outlook of Victorian writers in relation to the wider world, including Indigenous cultures.
5. Conduct guided research related to Victorian culture in written and oral work.
6. Apply critical frames appropriate to the study of Victorian literature and the specific course topic to literary analysis.
7. Analyze personal responses to Victorian literature, and how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 40% | % | % |
| Assignments: | 60% | % | % |

**Details:**

Journal/reflective writing: 10%  
 Two short papers: 20%  
 Creative or archival project: 15%  
 Annotated bibliography: 10%  
 Self-assessment: 5%  
 Final project: 40%

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

| Type        | Author or description | Title and publication/access details | Year |
|-------------|-----------------------|--------------------------------------|------|
| 1. Textbook | Rossetti, D.G.        | Collected Poetry and Prose, Yale     | 2003 |
| 2. Textbook | Rossetti, C.G.        | The Complete Poems, Penguin          | 2001 |
| 3. Other    | Various               | Custom Readings (Blackboard)         |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

**Course Content and Topics**

Themes will vary but may include the Pre-Raphaelites, the dramatic monologue, science and religion, the "woman question," or Chartism and the "condition of England" novel, to name only a few possible examples.

**Sample outline for a Pre-Raphaelite course:**

- Pre-Raphaelite beginnings: William Holman Hunt, from *Pre-Raphaelitism and the Pre-Raphaelite Brotherhood*; W.M. Rossetti, "The Pre-Raphaelite Brotherhood"; letters to *The Times*
- "Truth to Nature": Ruskin, from *Modern Painters*
- Pre-Raphaelite manifesto: selections from *The Germ*
- Symbol and sacrament: D.G. Rossetti, "Mary's Girlhood"; C.G. Rossetti, "Consider the Lilies"
- Representing social realities: D.G. Rossetti, "Jenny," "Found"; C.G. Rossetti, "Eve," "A Portrait"
- Medievalism: William Morris, *The Defense of Guenevere*
- Dramatic poems: D.G. Rossetti, "A Last Confession"; C.G. Rossetti, "The Convent Threshold"
- The fantastic and the didactic: *Goblin Market and Other Poems*, *The Prince's Progress and Other Poems* (C.G. Rossetti)
- Sex and sacrilege: D.G. Rossetti, *The House of Life*; Robert Buchanan, "The Fleshly School of Poetry"; Swinburne, "Hymn to Proserpine"
- Art and empire: Holman Hunt, *The Light of the World* and recent postcolonial critiques
- Socialist utopias: William Morris, *News from Nowhere*
- Widening circles: D.H. Lawrence, W.B. Yeats

**Memo for Course Changes – ENGL 360**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: January 29, 2024

**Subject: Proposal for revision of** Topics in Canadian Literature

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change:

- Title has been updated to reflect the field's broader interest in decolonizing: "Literatures in Canada" (as opposed to "Canadian Literature") is a small but meaningful gesture that decentres Canada in ways that are appropriate to decolonizing aims.
- Calendar description has been streamlined.
- Learning outcomes have been revised to reflect current practises in the field
- A new sample topic has been included

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

- Learning outcomes have been updated to align with program learning outcomes and outcomes in other 300-level courses in English, as well as to emphasize current issues and debates in the field.
- The revised learning outcomes align with program outcomes. They ask students to: demonstrate information competency in written and oral assignment (1,2,3,6); analyze critically and imaginatively by analyzing literature and conducting secondary research while attending to their own affective responses to what they read (5,6,7); use knowledge and skills proficiently by conducting research and writing literary analysis using the scholarly conventions appropriate to the discipline (5,6,7);

initiate inquiries and develop solutions to problems by developing and completing essays, presentations, and research project (4,5,6); communicate effectively in their written and oral work by producing various types of assignments and engaging in conversation with their peers (5,8); pursue self-motivated and self-reflective learning by developing and working on research projects, analyzing their affective responses to what they read, and communicating their views in conversation with others (4,7,8); engage in respectful and professional practice by engaging research methods appropriate to the discipline and sharing their work in conversation with other scholars and their classmates (4,5,8); contribute regionally and globally by developing skills for sharing their ideas and work with others, orally and in written form (5, 8); integrate their learning across all facets of their lives by considering the affective qualities of literature and using reflection and self-evaluation to facilitate long-term learning and growth (7); engage in collaborative leadership by working on guided research projects in which they situate an argument in conversation with others, and share their views with their classmates – supporting and learning from their classmates as they do so.

Similarly, these learning outcomes align with the new institutional learning outcomes. They ask students to apply knowledge and competencies proficiently (1,2,3,6); examine critically and holistically (5,6,7); communicate effectively (1,2,5,6,8), lead collaboratively (4,8), engage with Indigenous knowledge systems (3), contribute locally and globally (5,8); advocate for equity, diversity, and inclusion (3,6,7,8), engage in reflection for action (7,8).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
  
- The two sample topics provided on the course outline demonstrate close alignment with the university's commitment to Indigenizing the academy. The sample topics don't simply include writing by Indigenous authors, but highlight theoretical frames that foreground the complexities of Indigenous experience and challenge outdated and colonial understandings of literatures in Canada. For example, in *Urban Literatures in Canada*, students consider urban space as Indigenous space as they read Katherena Vermette's Winnipeg-based novel *The Break*. Learning outcome #3 identifies Canada's colonial context as a key consideration no matter what topic an instructor chooses. Learning outcome #8 centres the respectful sharing of views in conversation as a productive strategy for building knowledge, which challenges colonial methods of academic argumentation.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- Principles of EDI are reflected in the flexible nature of the sample assignments, including the opportunity for students to assess themselves and to demonstrate their learning in ways beyond traditional literary analysis essays (reading journals and presentations). Used copies of the novels listed in the sample outlines are easily available, making them more affordable for students with financial concerns. Individual instructors can make course materials even more accessible by using tools such as Blackboard Ally and the Universal Design for Learning framework (conversations about these tools are happening within our department).

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

9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$100-150

**CWC comment and response:**

- As with ENGL 331 and 335, is it time to reconsider whether this should continue to be 60 hours/4 credits, or change to 3 credits?  
*We are not prepared to make this change at this time, but we will revive this discussion within the department.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 360                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Topics in Literatures in Canada                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Topics in Literatures in Canada                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a significant theme or topic in relation to literatures in Canada, such as representations of the North, World War I, urban literature, or social protest. Typically, course materials include works in a variety of genres.                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 29, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes** (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

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

1. Discuss, with examples, central themes and concerns related to the course topic.
2. Explain, with examples, how literary representations of the course topic have changed over time.
3. Apply knowledge of relevant Canadian social and historical contexts to course materials, including Canada's colonial context.
4. Conduct guided research on literatures in Canada.
5. Write literary analysis using appropriate scholarly conventions and research methods.
6. Apply to literary analysis critical frames appropriate to the study of literatures in Canada and the course topic.
7. Analyze personal responses to literatures in Canada, and how this literature evokes affective responses.
8. Respectfully articulate their own views about literature in relation to those of others.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Passage analysis: 10%

Research proposal and bibliography: 15%

Self-assessment: 5%

Short essay: 15%

Research paper: 30%

Individual presentation: 15%

Reading responses: 10%

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

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, seminars, and student presentations.

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

| Type                                             | Author or description | Title and publication/access details                                                      | Year |
|--------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------|------|
| <b>Example topic: Urban Literature in Canada</b> |                       |                                                                                           |      |
| 1. Textbook                                      | Sachiko Murakami      | <i>Rebuild</i> , Talon Books                                                              | 2011 |
| 2. Online resource                               | Sachiko Murakami      | <i>Project Rebuild</i> , <a href="http://www.projectrebuild.ca">www.projectrebuild.ca</a> | 2011 |
| 3. Textbook                                      | Michael Ondaatje      | <i>In the Skin of a Lion</i> , Vintage                                                    | 1982 |
| 4. Textbook                                      | Gabrielle Roy         | <i>The Tin Flute</i> , Penguin                                                            | 1947 |
| 5. Textbook                                      | Katherena Vermette    | <i>The Break</i> , Anansi                                                                 | 2016 |
| 6. Other                                         | Course pack readings  |                                                                                           |      |

**Course Content and Topics**

**Example topic: Urban Literatures in Canada**

Week 1: Introductions and contexts: the city as subject; the city as marketplace

Weeks 2-3: City poetry in the early periodical press: poetry from the Toronto Telegram; "Munitions!"

Weeks 4-5: Realism and representations of marginality: *The Tin Flute*

Weeks 6-7: The imaginary city: *In the Skin of a Lion*

Week 8: The city as contested space: "Yin Chin;" "Canadian Experience"

Weeks 9-10: Poetics of urban community: *Rebuild*; *Project Rebuild*

Week 11: The Indigenous city: *The Break*

Weeks 12-13: Class colloquium

**Example topic: Representations of the North**

Week 1: Introduction; Robert Flaherty, *Nanook of the North*

Week 2: Exploring the North; Stephen Leacock, *Adventurers of the Far North*

Week 3: Writing the North; Farley Mowat, *People of the Deer*

Week 4: Rudy Wiebe, *A Discovery of Strangers*

Week 5: Staging North; Henry Beissel, *Inuk and the Sun*

Weeks 6-7: Challenging Northern narratives; Mordecai Richler, *Solomon Gursky Was Here*

Week 8: Masculinity and the North; Geoff Kavanagh, *Ditch*

Week 9: Reversing the gaze: Inuit representations of the South; Minnie Aodla Freeman, *Survival in the South*

Week 10: Gideon Enutsia Etorolopiaq (Dracc Dreque), *Iliariuk*

Week 11: Renelta Arluk, *Tumit*

Week 12: Seeing the North; Zacarias Kunuk, *Atanarjuat*

Week 13: Presentations

**Memo for Course Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: April 11, 2023

Subject: Proposal for revision of **Agri 210 Directed Studies in Agriculture**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change (**answered the same for Agri 210, 390, and 490**): *These courses are overdue for review. Changes in Learning Outcomes and title reflect the role that upper level directed studies courses are playing in the Bachelor of Agriculture Science (BAS) and the occasional but important role that Agri 210 can play for students outside of the Agriculture programs, especially in Integrated and General Studies programs.*

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

| Course Learning Outcomes                                                                                                                  | ILOs                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Conduct a literature review to understand the current state of knowledge regarding a particular applied agricultural issue or practice | 1. Demonstrate information competency<br>2. Analyze critically and imaginatively                                                           |
| 2. Maintain a journal of learning based on goals developed with faculty supervisor                                                        | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently<br>6. Pursue self-motivated and self-reflective learning |

|                                                                                                                                                                           |                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Prepare a report or presentation summarizing self-directed learning, including current state of practice/problem in Fraser Valley, or other defined geographic region. | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently<br>6. Pursue self-motivated and self-reflective learning<br>9. Contribute regionally and globally |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 a requirement of any other program area, however it's most recent use has been for the General Studies diploma. It is also a potential course for the Bachelor of Integrated Studies.*
5. Which program areas have been consulted about the change(s)? *We have shared our changes with the Director of Integrated and General Studies, and the Dept. Head of General Studies.*

**NB: Questions 6 and 7 have been answered in a similar way for Agri 210, 390 and 490 as there is overlap in methodology in incorporating Indigenous knowledge and addressing EDI across the four courses.**

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

*The self-directed nature of Directed Studies courses are by definition meeting two of the main principles of the First People Principles of Learning [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) specifically (with underlines for my emphasis)*

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*

*Beyond these elements, opportunities for Directed Studies can include readings, selected by the faculty advisor and student in partnership, that examine ways of knowing, traditional ecological knowledge, and agriculture specifically through Indigenous perspectives. Examples of readings could include for example:*

*Reimer, C. 2019. Before We Lost the Lake: A Natural and Human History of Sumas Valley. Caitlin Press.*  
*Kimmerer, R.W. 2013. Braiding Sweet Grass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Milkweed Editions. 408pp.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Designing each directed studies course to meet the interests of the individual student is embracing the diversity in their interests, in a way that cannot be met in a regular semester-based course. Further, tailoring assessment to methods that the student either wants to strengthen or alternately feels more comfortable in are additional ways to foster increased EDI in the delivery of the course and the students program.*

*Additionally, Agri 210 provides students who are not able to the Agri 256 Poultry and Swine, for religious reasons, a 200-level 3-credit alternative – we can create a poultry focused alternative for them.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *Depending on the interest of the student they will be advised to work with a specific faculty advisor who has the capacity (in terms of equipment and supplies) and expertise to support the project. If lab space or departmental resources are required then these are allocated as with any other course.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat \$30 (can be reused from other courses); field trip costs (fuel) are approximately \$50, with all field trips within 30km of CEP campus.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 210                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Directed Studies in Agriculture I<br><b>Course Short Title:</b> Dir Studies in Agriculture I                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br>Designed for students interested in agriculture topics outside of the usual course offerings. Provides an opportunity for self-directed learning overseen by a faculty supervisor. Opportunities for hands-on technical learning may also be available depending on the project.                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | (9 university-level credits or a minimum overall GPA of 2.50) and instructor's permission.<br>Note: As of January 2025, prerequisites will change to 9 university-level credits and instructor's permission.                                                                                                                                                                                                                                                                                                         |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; no limit on repeats</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>6</b> |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                    |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30 | Experiential (work-integrated learning) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The purpose of the course is individualized learning with a faculty supervisor. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                             |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> April 11, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                               |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Conduct a literature review to understand the current state of knowledge regarding a particular applied agricultural issue or practice.
2. Maintain a journal of learning based on goals developed with the faculty supervisor.
3. Prepare a report or presentation summarizing self-directed learning, including the current state of practice/problem in the Fraser Valley or other defined geographic region.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 50% | Holistic assessment: | 50% | % |
|              | %   |                      | %   | % |

**Details:**

Assignments (50%) include weekly summaries of assigned reading materials.

Holistic assessment (50%) includes student choice of additional reflective summaries or a final project that incorporates reflection.

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

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

| Type        | Author or description | Title and publication/access details                                  | Year |
|-------------|-----------------------|-----------------------------------------------------------------------|------|
| 1. Textbook | Gliesmann, S.R.       | Agroecology: The Ecology of Sustainable Food Systems, Current Edition |      |
| 2.          |                       |                                                                       |      |
| 3.          |                       |                                                                       |      |
| 4.          |                       |                                                                       |      |
| 5.          |                       |                                                                       |      |

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

Depends on the kind of directed study project approved. For example, students may require their own transportation to a field site.

**Course Content and Topics**

Varies with each directed study project and is established in consultation with each student and their faculty supervisor.

Course content will be unique to each student but will consist of four key phases:

1. Student and faculty supervisor bi-weekly workshops to discuss readings.
2. Student prepares a review/summary of readings.
3. Student and faculty supervisor develop hands-on opportunity; student partakes in hands-on learning.
4. Student develops summary of learning via a report or oral presentation.

**Memo for Course Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: April 11, 2023

Subject: Proposal for revision of **Agri 390 Directed Studies in Agriculture**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change (**answered the same for Agri 210, 390, and 490**): *These courses are overdue for review. Changes in Learning Outcomes and title reflect the role that upper level directed studies courses are playing in the Bachelor of Agriculture Science (BAS) and the occasional but important role that Agri 210 can play for students outside of the Agriculture programs, especially in Integrated and General Studies programs. NB: Agri 390 and 490 can count towards eligibility for Professional Agrologist status, pending review of individual projects by the BC Institute of Agrologists.*

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

| Course Learning Outcomes                                                                                                                                         | ILOs                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Conduct a literature review to understand the current state of knowledge regarding a particular applied agricultural issue or practice                        | 1. Demonstrate information competency<br>2. Analyze critically and imaginatively                                                             |
| 2. Develop a protocol for collecting data that addresses a specific applied agricultural question. Protocol can be an experiment, survey, or observational study | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently<br>4. Initiate inquiries and develop solutions to problems |

|                                                                                                                                                                        |                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Collect and organize data collected from experiment, survey, or observations                                                                                        | 3. Use knowledge and skills proficiently<br>4. Initiate inquiries and develop solutions to problems<br>6. Pursue self-motivated and self-reflective learning |
| 4. Summarize data into summary graphs and tables to show trends and patterns                                                                                           | 2. Analyze critically and imaginatively<br>4. Initiate inquiries and develop solutions to problems                                                           |
| 5. Interpret and present background information and data in an appropriate extension tool (e.g., poster, fact sheet, grower short course presentation, training video) | 2. Analyze critically and imaginatively<br>5. Communicate effectively<br>8. Engage in respectful and professional practices                                  |
| 6. Reflect on the role of applied agricultural research in developing best practices for practitioners (e.g., farmers, consultants, teachers)                          | 8. Engage in respectful and professional practices<br>9. Contribute regionally and globally                                                                  |

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 a requirement of any other program area, however it's most recent use has been for the General Studies diploma. It is also a potential course for the Bachelor of Integrated Studies.*
5. Which program areas have been consulted about the change(s)? *We have shared our changes with the Director of Integrated and General Studies, and the Dept. Head of General Studies.*

**NB: Questions 6 and 7 have been answered in a similar way for Agri 210, 390 and 490 as there is overlap in methodology in incorporating Indigenous knowledge and addressing EDI across the four courses.**

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

*The self-directed nature of Directed Studies courses are by definition meeting two of the main principles of the First People Principles of Learning [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) specifically (with underlines for my emphasis)*

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*

*Beyond these elements, opportunities for Directed Studies can include readings, selected by the faculty advisor and student in partnership, that examine ways of knowing, traditional ecological knowledge, and agriculture specifically through Indigenous perspectives. Examples of readings could include *Before We Lost the Lake: A Natural and Human History of Sumas Valley* (Reimer, C. 2019) and *Braiding Sweet Grass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (Kimmerer, R.W. 2013).*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Designing each directed studies course to meet the interests of the individual student is embracing the diversity in their interests, in a way that cannot be met in a regular semester-based course. Further, tailoring assessment to methods that the student either wants to strengthen or alternately feels more comfortable in are additional ways to foster increased EDI in the delivery of the course and the students program.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *Depending on the interest of the student they will be advised to work with a specific faculty advisor who has the capacity (in terms of existing equipment and supplies) and expertise to support the project. If lab space or departmental resources are required, then these are allocated as with any other course.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat \$30 (can be reused from other courses); field trip costs (fuel) are approximately \$50, with all field trips within 30km of CEP campus.*

## CWC comments and responses:

- Why is AGRI 210 (Directed Studies I) not a prerequisite for this course?  
*AGRI 210 is only used occasionally for students who are in need of the credits for different reasons. AGRI 210 is not a requirement of the diploma program.*
- Is there a reason for requiring 45 credits of AGRI, BIO, or GEOG, rather than just 45 credits? This covers quite a broad range; is there specific content that students should have in order to be prepared for this course?  
*This has now been changed to 45 university-level credits including 24 credits in AGRI, BIO, or GEOG. There is an expectation that students will have completed some course work in either Agriculture or the related Biology and Geography fields. It is important that the project be sufficiently scientific and data driven, so that this course can be used to meet the academic requirements of the BC Institute of Agrologists. Students cannot work in the broadly defined field of agrology in BC (or Canada) without their P.Ag. designation.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 390                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Directed Studies in Agriculture II<br><b>Course Short Title:</b> Dir Studies in Agriculture II                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Provides an opportunity to address an agriculture-related problem using scientific or social science research methods. Students will either develop their own projects or take on a portion of an existing project overseen by a faculty supervisor.                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 30 credits that apply to an Agriculture program and instructor's permission.<br>Note: As of January 2025, prerequisites will change to 45 university-level credits including 24 credits of AGRI, BIO, or GEOG, and instructor's permission.                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; no limit on repeats</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>6</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The purpose of the course is individualized learning with faculty supervisor. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> April 11, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Conduct a literature review to understand the current state of knowledge regarding a particular applied agricultural issue or practice.
2. Develop a protocol for collecting data that addresses a specific applied agricultural question. Protocol can be an experiment, survey, or observational.
3. Collect and organize data collected from experiment, survey, or observations.
4. Summarize data into summary graphs and tables to show trends and patterns.
5. Interpret and present background information and data in an appropriate extension tool (e.g., poster, fact sheet, grower short course presentation, training video).
6. Reflect on the role of applied agricultural research in developing best practices for practitioners (e.g., farmers, consultants, teachers).

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 50% | Holistic assessment: | 10% | % |
| Project:     | 40% |                      |     | % |

**Details:**

Assignments (50%) will consist of 20% literature review, 20% methods draft, and 10% data sheets and raw data.

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

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

| Type               | Author or description                                 | Title and publication/access details                                                                                                                                                                                                                          | Year |
|--------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource | Tarasoff, C.                                          | A Guide to On-farm Demonstration Research<br><a href="https://farmwest.com/wp-content/uploads/2020/09/Research_Manual_digital.pdf">https://farmwest.com/wp-content/uploads/2020/09/Research_Manual_digital.pdf</a>                                            | 2022 |
| 2. Online resource | SARE (Sustainable Agriculture Research and Education) | How to conduct research on your farm or ranch. 2nd Edition; <a href="https://www.sare.org/wp-content/uploads/how-to-conduct-research-on-your-farm-or-ranch.pdf">https://www.sare.org/wp-content/uploads/how-to-conduct-research-on-your-farm-or-ranch.pdf</a> | 2017 |
| 3.                 |                                                       |                                                                                                                                                                                                                                                               |      |
| 4.                 |                                                       |                                                                                                                                                                                                                                                               |      |
| 5.                 |                                                       |                                                                                                                                                                                                                                                               |      |

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

As needed for physical research in the fields, greenhouse, barns, or lab, depending on the kind of directed study project approved. For example, students may need to provide their own transportation to a field site.

**Course Content and Topics**

The project will be conducted in three key phases:

1. Literature review done in consultation with the faculty supervisor at the beginning of the semester.
2. Identify question, develop survey, or experiment protocol, collect data. Faculty supervisor will ensure that research protocols meet UFV Research Office criteria (e.g., HERB or ACC).
3. Analysis, interpretation, and presentation of results.

**Memo for Course Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: April 11, 2023

Subject: Proposal for revision of **Agri 490 Directed Studies in Agriculture**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change (**answered the same for Agri 210, 390, and 490**): *These courses are overdue for review. Changes in Learning Outcomes and title reflect the role that upper level directed studies courses are playing in the Bachelor of Agriculture Science (BAS) and the occasional but important role that Agri 210 can play for students outside of the Agriculture programs, especially in Integrated and General Studies programs. NB: Agri 390 and 490 can count towards eligibility for Professional Agrologist status, pending review of individual projects by the BC Institute of Agrologists.*

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

| Course Learning Outcomes                                                                               | ILOs                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a research proposal, including research budget, suitable for submission to a funding agency | 1. Demonstrate information competency<br>4. Initiate inquiries and develop solutions to problems<br>8. Engage in respectful and professional practices |
| 2. Develop a protocol for collecting data that addresses a specific applied agricultural               | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently                                                                      |

|                                                                                                                      |                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| question. Protocol can be an experiment, survey, or observational study.                                             | 4. Initiate inquiries and develop solutions to problems                                                                                                      |
| 3. Collect and organize data collected from experiment, survey, or observations                                      | 3. Use knowledge and skills proficiently<br>4. Initiate inquiries and develop solutions to problems<br>6. Pursue self-motivated and self-reflective learning |
| 4. Analyze and interpret results of statistical tests                                                                | 2. Analyze critically and imaginatively<br>4. Initiate inquiries and develop solutions to problems                                                           |
| 5. Present data to an appropriate audience (e.g., UFV Student Research Day, or to a lower level Agriculture course). | 5. Communicate effectively<br>8. Engage in respectful and professional practices                                                                             |
| 6. Prepare a first draft of a manuscript suitable for submission to a target peer-review journal                     | 8. Engage in respectful and professional practices<br>9. Contribute regionally and globally                                                                  |

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 a requirement of any other program area, however it's most recent use has been for the General Studies diploma. It is also a potential course for the Bachelor of Integrated Studies.*
5. Which program areas have been consulted about the change(s)? *We have shared our changes with the Director of Integrated and General Studies, and the Dept. Head of General Studies.*

**NB: Questions 6 and 7 have been answered in a similar way for Agri 210, 390 and 490 as there is overlap in methodology in incorporating Indigenous knowledge and addressing EDI across the four courses.**

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

*The self-directed nature of Directed Studies courses are by definition meeting two of the main principles of the First People Principles of Learning [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) specifically (with underlines for my emphasis)*

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*

- Learning is holistic, reflexive, *reflective, experiential*, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

*Beyond these elements, opportunities for Directed Studies can include readings, selected by the faculty advisor and student in partnership, that examine ways of knowing, traditional ecological knowledge, and agriculture specifically through Indigenous perspectives. Examples of readings could include:*

*Reimer, C. 2019. Before We Lost the Lake: A Natural and Human History of Sumas Valley. Caitlin Press.*

*Kimmerer, R.W. 2013. Braiding Sweet Grass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants. Milkweed Editions. 408pp.*

*For Agri 490, Braiding Sweet Grass is a required reading. Additionally, students in Agri 490 can select the form that their final deliverable can take. For example, they may want to present at a grower meeting or alternately they may want to create a series of infographics geared towards either a grower or gardening club audience. Providing the opportunity to communicate in the form that suites the students' learning journey is an example of learning that supports the self.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

*Designing each directed studies course to meet the interests of the individual student is embracing the diversity in their interests, in a way that cannot be met in a regular semester-based course.*

*Further, tailoring assessment to methods that the student either wants to strengthen or alternately feels more comfortable in are additional ways to foster increased EDI in the delivery of the course and the students program.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) *Depending on the interest of the student they will be advised to work with a specific faculty advisor who has the capacity (in terms of existing equipment and supplies) and expertise to support the project. If lab space or departmental resources are required, then these are allocated as with any other course.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat \$30 (can be reused from other courses); field trip costs (fuel) are approximately \$50, with all field trips within 30km of CEP campus.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AGRI 490                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Directed Studies in Agriculture III<br><b>Course Short Title:</b> Dir Studies in Agriculture III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Agriculture Technology                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Provides an opportunity to independently explore an agriculture related problem. Students develop their own projects overseen by a faculty supervisor. Students perform independent primary research to develop a manuscript for a peer-reviewed agriculture-related journal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | (B+ or better in AGRI 390 or 60 university-level credits that apply to an Agriculture program) and instructor's permission.<br>Note: As of January 2025, prerequisites will change to B+ or better in AGRI 390 and instructor's permission.                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | None.<br>Note: As of January 2025, pre/corequisites will changes to STAT 104 or STAT 106.                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; no limit on repeats</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>6</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">15</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised laboratory hours (science lab)</td> <td style="text-align: center; padding: 2px 5px;">30</td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="padding: 2px 5px;"> </td> <td style="padding: 2px 5px;"> </td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The purpose of the course is individualized learning with faculty supervisor. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> April 11, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 22, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                             |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Develop a research proposal, including research budget, suitable for submission to a funding agency.
2. Develop a protocol for collecting data that addresses a specific applied agricultural question. Protocol can be an experiment, survey, or observational.
3. Collect and organize data collected from experiment, survey, or observations.
4. Analyze and interpret results of statistical tests.
5. Present data to an appropriate audience (e.g., UFV Student Research Day, to a lower level Agriculture course).
6. Prepare a first draft of a manuscript suitable for submission to a target peer-review journal.

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

|              |     |                      |     |  |   |
|--------------|-----|----------------------|-----|--|---|
| Assignments: | 50% | Holistic assessment: | 10% |  | % |
| Project:     | 40% |                      |     |  | % |

**Details:**

Assignments (50%) will consist of 20% literature review, 20% methods draft, and 10% data sheets and raw data.

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

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

| Type                    | Author or description          | Title and publication/access details | Year |
|-------------------------|--------------------------------|--------------------------------------|------|
| 1. Textbook             | Mourão, G. and Magnusson, W.E. | Statistics without Math              | 2004 |
| 2. Indigenous knowledge | Wall Kimmerer, Robin           | Braiding Sweetgrass                  | 2013 |
| 3.                      |                                |                                      |      |
| 4.                      |                                |                                      |      |
| 5.                      |                                |                                      |      |

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

As needed expenses for physical experimentation in lab, greenhouse, nursery, barns, or field, depending on the kind of directed study project approved. For example, students may need to provide their own transportation to a field site.

**Course Content and Topics**

The project will be conducted in three key phases:

1. Literature review done in consultation with the faculty supervisor at the beginning of the semester.
2. Identify question, develop survey, or experiment protocol, collect data. Faculty supervisor will ensure that research protocols meet UFV Research Office criteria (e.g., HERB or ACC).
3. Analysis, interpretation, and presentation of results.

**Memo for Program Changes**

To: UEC

From: Renee Prasad, Dept. Head Agriculture Technology

Date: May 8, 2023

Revisions Date: February 17, 2024

**Subject: Program change Agriculture Technology diploma**

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

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

2. Rationale for change(s):

- A) *Rationale for Reduction of the Engl/CMNS requirement: The diploma currently has 2 CMNS requirements CMNS 125 and 251. We are proposing to reduce the number of CMNS courses to 1 (CMNS 125). The reasons are as follows:*
- a. *Both the Bachelor of Agriculture Science and the Bachelor of Science have a requirement of 2 CMNS or English courses. So, having 2 in the diploma seems to be excessive.*
  - b. *Other Agriculture Diploma programs across Canada have a requirement of 1 CMNS course.*
  - c. *Finally, our diploma program satisfies the academic requirements for a Technical Agrologist with BC Institute of Agrologists (BCIA). These requirements do not specify CMNS or English. Our BAS satisfies the academic requirements for a Professional Agrologist with BCIA. These requirements include CMNS but as an “additional” not foundational course requirement. BCIA governs the profession of agrology in BC, and our students need to obtain this accreditation to be employable in BC or across Canada.*
- B) *Rationale for reducing number of 300-level credits*
- a. *The Agriculture Technology programs are heavily prescribed. Reducing the number of 300-level courses provides students with some level of choice to focus deeper study in areas of their interest.*
  - b. *The BC Institute of Agrologists requires 12 courses in Agrology for diploma grads to be eligible for Technical Agrologist status. Students are able to complete seven of the 12 course requirements from the core of our program: Agri 142, 163, 203, 204, 247, 248, and 311, are*

*all recognized by BCIA. Therefore, they only need five more production specific courses to complete their academic requirements for Technical Agrologist status. Horticulture students can include Agri 124, 123, 129, so they don't need all four of the 300-level classes. In the case of livestock diploma option there are only two 300-level production courses, so we've given livestock students the choice between Agri 371 or Agri 306.*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *The proposed changes do not dramatically alter our program outcomes. All Agriculture Technology courses have a strong emphasis on writing-based assessment and communications with oral presentations, infographics, podcasts, and other methods of communication included in course work.*
4. What consideration has been given to Indigenizing the curriculum? *As per the recent changes to our individual official course outlines we have incorporated Indigenous content into some of our courses including for example Agri 371 where there is a field trip to discuss Sto:lo land care practices pre-contact, Agri 323 where Indigenous berry crops are discussed, and all of the horticulture courses include the use of native plants when learning new skills – for example seed stratification or vegetative propagation. In other courses where Indigenous content is more challenging to incorporate we have included forms of course delivery and assessment that are consistent with [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) for example assessments include reflections and course delivery includes field trips to learn on the land.*
5. Will additional resources be required? If so, how will these costs be covered? *No additional resources are 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 will be required to take fewer credits to complete the diploma (60 credits instead of the current 66). This is an overall benefit to students. These changes also allow students an element of choice in an otherwise prescribed program. Lastly, diploma students can still complete the academic requirements for Technical Agrologist status with BC Institute of Agrologists. We foresee that these changes will have an overall net benefit to our program enrolments.*
7. Does the number of required core or elective credits from the program-specific discipline change? Yes. If so, will this change the total number of courses to be offered within the discipline? *While the number of credits required for the diploma is reduced (from 66 to 60) the number of courses offered will be unchanged because the 300-level courses are also taken by students in the BAS program and also are eligible electives for students in the BES. For example, in Winter 2023, 50% of the students enrolled in Agri 328 were BAS students. There were only 2 Livestock Diploma students in Agri 371 in Winter 2023, out of 22 total students. So, we anticipate that the proposed changes might have small impacts on FTEs but potentially increase enrolments with a more affordable program.*
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. *We have communicated the deletion of CMNS 251 to the Director of the School of Communications. The number of diploma students has been between 10 and 15 the past four years, so this is the decline in CMNS 251 enrolments.*
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. *Email submitted from Associated Dean of Science.*



## MEMO

**To:** Samantha Hannah, Chair, Undergraduate Education Committee  
**From:** Ian Affleck, Associate Dean, Faculty of Science  
**Date:** February 15, 2024  
**Re:** Program Revisions to the Agriculture Technology Diploma and Certificates

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This memo is to confirm that the Dean's office in the Faculty of Science has reviewed the proposed changes to the Agriculture Technology diploma program to reduce the total number of credits to from 66 to 60, for both the livestock and horticulture options. We have also reviewed the proposed changes to the Horticulture Crop Production and Protection Certificate and the Livestock Production Certificate, which reduce the credit requirements in these programs to 30 and 33 credits, respectively.

The budgetary implications of the proposed changes have been considered and any impacts these changes may have can be addressed within the department's budget. Overall, we are in support of these changes, which should help to address one of the barriers to enrolment that has been identified by UFV International about our diploma program in particular.



## MEMO

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**To:** UEC

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Agriculture Technology Diploma, Agriculture, Faculty of Science

**Date:** FEBRUARY 21, 2024

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Dear Undergraduate Education Committee,

Please accept this memo as confirmation that I have consulted with the Director of Communications, and I confirm that the budgetary impact of removing CMNS 251 from the Agriculture Technology Diploma is negligible.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie", with a stylized flourish at the end.

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

**Memo for Program Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Head

Date: December 15, 2023

**Subject: Program change (Addition of Agribusiness option to Agriculture Technology diploma)**

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

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

2. Rationale for change(s): *The change proposed is a new diploma options focused on agribusiness. The proposed option addresses a gap in the educational opportunities for students in the Fraser Valley. The current Agriculture Technology diploma options are focused on production side of agricultural operations, in either horticulture or livestock. We do not have a diploma option that is focused on agribusiness – i.e. the business aspects of farming. With the success of the BAS Horticulture degree that ladders from the Agriculture Technology diploma (horticulture option), we have a model for the BBA (Agriculture Management) degree. The agribusiness option that is being proposed would provide students with a pathway to ladder from an Agriculture Technology diploma to the BBA (Agriculture Management). This new option differs from the existing horticulture and livestock diploma options in two ways. First, it provides students with a pathway to take courses from either the livestock or horticulture sides of our program. Second, it adds three courses that allow students to gain the prerequisites needed to take business courses in Year 3 and 4 to complete the BBA. Lastly, we have considered the requirements of the BC Institute of Agrologists in developing both this diploma option and revisions to the BBA (Agriculture Management). Graduates will be able to meet the academic requirements for both Technical (diploma-level) and Professional (degree-level) Agrologist. (NB: The BBA (Agriculture Management) is also going through a significant set of revisions through the School of Business so that it better aligns with students laddering into the BBA from the Agriculture Technology diploma and meets the criteria for Professional Agrologist designation).*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *The program outcomes are not changed from the existing Agriculture Technology diploma options. Core Agriculture Technology courses are maintained, but students now have the opportunity of further exploring business – with an increase from 3 to 6 business-oriented courses. This new diploma option still requires students to take a minimum of 12 agriculture courses to satisfy the academic requirement for the Technical Agrologist designation as per BC Institute of Agrologists; resource economics is one of the 12 areas of practice regulated by the BC Institute of Agrologists. Graduates from all three of the Agriculture Technology diploma options would have the educational background to practice in at least 2 of the 12 areas of practice.*
4. What consideration has been given to Indigenizing the curriculum? *We are not proposing changes to the existing courses that make up the proposed diploma option. Indigenization in terms of content, assessment, or delivery is continually being implemented into the agricultural courses with instructors adding more materials as their own individual reconciliation journey increases their understanding.*
5. Will additional resources be required? If so, how will these costs be covered? *The three courses being added to this diploma option already run with multiple sections and are offered in at least two semesters each academic year. Therefore, we do not anticipate that additional sections will be required.*
6. How will students be impacted? (Indicate the projected number of students impacted.) *We project that in the beginning we may see some students switch from the livestock diploma to the agribusiness diploma, because the latter ladders into a degree. In general, we have observed that approximately 10 enquiries are made each year about the BBA (Agriculture Management). Is the change expected to increase/decrease enrolment in the program? We expect an overall increase in enrolments within the Agriculture Technology department and the diploma 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? *The core Agriculture Technology courses remain unchanged. The development of this diploma option will not reduce the number of courses offered within our program. In fact, as stated in 6 above, we anticipate an increase in enrolments.*
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.). *Again, the BUS and ECON courses being added to the proposed option are ones that run with multiple sections and with both face-to-face and online options. Initially, we do not expect a large increase in enrolment but as word gets out, we do anticipate a steady increase, as we saw with the Bachelor of Agriculture Science.*
9. Is the number of required or elective courses from other disciplines in the program changing? *Yes – we are increasing Business courses by 2, and Economics by 1. If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. The future students*

*enrolled in the Agribusiness option will attend the BUS and ECON classes – we expect to start the pathway with 5-6 students. The School of Business can currently absorb this number – See the memo from Chris Schinckus, Dean of the Faculty of Business and Computing.*

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:**

- There does not appear to be a business case or environmental scan included in the proposal for the Agribusiness option. Is there some additional information that can be provided for UEC?



## MEMO

**To:** Samantha Pattridge, Chair, Undergraduate Education Committee  
**From:** Dr. Michael Hitch, Dean, Faculty of Science  
**Date:** January 4, 2024  
**Re:** Program Revisions to the Agriculture Technology Diploma

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This memo is to confirm that my office has conducted a budget analysis of the proposed changes to the Agriculture Technology diploma program to create a more seamless pathway for students wanting to take the BBA Agriculture Management program.

I am in support of these changes and confirm that the budgetary implications of the proposed changes have been considered and any impacts these changes may have can be addressed within the department's budget.

**Memo**

**To:** Dr. Ben Vanderlei, Chair, FSCC  
**From:** Dr. Chris Schinckus, Dean of Business and Computing  
**CC:** Dr. Renee Prasad, Agriculture Technology Department Head; Dr. Michael Hitch, Dean of Faculty of Science  
**Re:** Support for creating an Agribusiness pathway in the Agri-Tech Diploma  
**Date:** December 11, 2023

---

I am delighted to see Dr. Renee Prasad initiating the creation of an Agribusiness pathway in the UFV Agri-Tech Diploma. This new pathway requires some adjustments in the current program by integrating 2 business courses as well as 1 economics course – I am highly in favour of these adjustments that aim at creating an Agribusiness pathway to provide the Agri-Tech Diploma students with a real way to ladder into the BBA Agriculture Management (which is now a ghost program with only 1 student). Expecting to start 5-6 students in the Agribusiness pathway, the School of Business can currently absorb this number of additional students.

It is worth noting that this new Agribusiness pathway has been designed so that students finishing the diploma (who get the technical designation from BCIA) could continue their educational pathway in a BBA in Agriculture Management whose curriculum would be aligned with the professional designation from BCIA. This explains why we are submitting these new courses focused on Agriculture.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Schinckus".

Chris Schinckus  
Dean, Faculty of Business and Computing

## Agriculture Technology diploma

In their first ~~year~~semester, students complete the requirements of either the Horticulture Crop Production and Protection certificate or the Livestock Production certificate before going on to ~~year~~semester two. All courses from these certificates apply to the diploma program.

~~In their second year~~Starting in the second semester, students develop additional expertise in their chosen area of practice, learn about sustainable holistic agricultural practices, and explore issues relating to on-farm food safety, quality, and security. Students also develop their writing, business, and marketing skills both by completing coursework and a hands-on enterprise project where they get to develop a business plan for an agricultural venture.

Students have the opportunity to ladder from the agribusiness or horticulture options of the Agriculture Technology diploma to either the Bachelor of Business Administration (Agriculture Management) or the Bachelor of Agricultural Science (Horticulture major) degrees, respectively. Laddering to these degrees from the Agriculture Technology diploma may require math and science upgrading. Please consult an advisor on course planning. Bachelor of Agricultural Science (Horticulture major) also has a direct entry route from high school (insert hyperlink to the calendar copy for BAS).

~~After students have gained two years of experience in the industry, they may wish to complete a **Bachelor of Business Administration for Agriculture Management** to learn the fundamentals of business management theories and practices and prepare to take up a leadership role in any agribusiness or agricultural agency.~~

~~If students have selected the Horticulture option, they may choose in their third semester to transfer their credits to the four-year **Bachelor of Agricultural Science**. Or students may finish their fourth semester to earn their Agriculture Technology diploma and enter the Bachelor of Agricultural Science in semester five, after they complete prerequisite Biology and Statistics courses.~~

## Program outline

Each semester, all students take a set of core courses to provide them with background knowledge applicable for all agricultural disciplines. Upon entering a program, students must also select one of the options ~~in the first year: Horticulture Crop Production and Protection, or Livestock Production, or Agribusiness. In the second year of the diploma program, students who have completed the Horticulture Crop Production and Protection option continue their studies in Horticulture Crop Production and Protection. Students in the Livestock Production option continue their studies in Livestock Production. Students take courses specific to their chosen diploma option along with the core courses in each of the four semesters of the program.~~

Note: All courses from the Horticulture Crop Production and Protection certificate and the Livestock Production certificate apply to the diploma program.

### Horticulture Crop Production and Protection option

| Course           | Title                                                      | Credits  |
|------------------|------------------------------------------------------------|----------|
| AGRI 123         | Horticulture Skills and Techniques for Fall                | 3        |
| AGRI 124         | Introduction to Horticulture                               | 3        |
| AGRI 129         | Horticulture Skills and Techniques for Winter              | 3        |
| AGRI 142         | Introduction to Agribusiness                               | 3        |
| or BUS 100       | Introduction to Business                                   |          |
| AGRI 163         | Pest Biology and Identification                            | 3        |
| AGRI 183         | Farm and Equipment Safety                                  | 3        |
| AGRI 192         | Practicum I                                                | 3        |
| AGRI 203         | Fundamentals of Integrated Pest Management                 | 3        |
| AGRI 204         | Introduction to Soils and Soil Fertility                   | 3        |
| AGRI 212         | Introduction to On-Farm Food Safety, Quality and Security  | 3        |
| AGRI 247         | Enterprise Project: Part I                                 | 3        |
| AGRI 248         | Enterprise Project: Part II                                | 3        |
| AGRI 306         | Field Techniques in Integrated Pest Management             | 3        |
| AGRI 311         | Sustainable Soil Management                                | 3        |
| AGRI 371         | Sustainable Holistic Agriculture: Planning and Practices   | 3        |
| <b>Three of:</b> |                                                            | <u>9</u> |
| AGRI 321         | Vegetable Crop Production: Science and Practice (see Note) | <u>3</u> |
| or AGRI 323      | Fruit Crop Production: Science and Practice (see Note)     |          |
| AGRI 324         | Greenhouse Production: Science and Practice                | <u>3</u> |
| AGRI 327         | Nursery Production and Propagation: Science and Practice   | <u>3</u> |

|                     |                                                                  |              |
|---------------------|------------------------------------------------------------------|--------------|
| <b>Plus:</b>        |                                                                  |              |
| BUS 120             | Essentials of Marketing                                          | 3            |
| CMNS 125            | Communicating Professionally to Academic and Workplace Audiences | 3            |
| <b>or</b> ENGL 105  | Academic Writing                                                 |              |
| <del>CMNS 251</del> | <del>Professional Report Writing</del>                           | <del>3</del> |

Note: AGRI 321 is offered in even-numbered years, and AGRI 323 is offered in odd-numbered years. ~~Diploma students in the Horticulture Crop Production and Protection option must complete both AGRI 321 and AGRI 323.~~

## Livestock Production option

| Course                        | Title                                                               | Credits      |
|-------------------------------|---------------------------------------------------------------------|--------------|
| AGRI 142                      | Introduction to Agribusiness                                        | 3            |
| <b>or</b> BUS 100             | Introduction to Business                                            |              |
| AGRI 163                      | Pest Biology and Identification                                     | 3            |
| AGRI 183                      | Farm and Equipment Safety                                           | 3            |
| AGRI 192                      | Practicum I                                                         | 3            |
| AGRI 203                      | Fundamentals of Integrated Pest Management                          | 3            |
| AGRI 204                      | Introduction to Soils and Soil Fertility                            | 3            |
| AGRI 212                      | Introduction to On-Farm Food Safety, Quality and Security           | 3            |
| AGRI 237                      | Introduction to the Health of Farm Animals                          | 3            |
| AGRI 238                      | Equine Production and Management                                    | 3            |
| AGRI 239                      | Management and Production of Beef, Sheep, and Goats (see Note)      | 3            |
| AGRI 256                      | Management and Production of Poultry and Swine (see Note)           | 3            |
| AGRI 247                      | Enterprise Project: Part I                                          | 3            |
| AGRI 248                      | Enterprise Project: Part II                                         | 3            |
| AGRI 254                      | Ruminant Animal Health                                              | 3            |
| AGRI 306                      | Field Techniques in Integrated Pest Management                      | 3            |
| <b>or</b> <del>AGRI 371</del> | <del>Sustainable Holistic Agriculture: Planning and Practices</del> | <del>3</del> |
| AGRI 311                      | Sustainable Soil Management                                         | 3            |
| AGRI 328                      | Forage Crop Production: Science and Practice                        | 3            |
| AGRI 331                      | Dairy Herd Management: Science and Practice                         | 3            |
| <del>AGRI 374</del>           | <del>Sustainable Holistic Agriculture: Planning and Practices</del> | <del>3</del> |
| BUS 120                       | Essentials of Marketing                                             | 3            |
| CMNS 125                      | Communicating Professionally to Academic and Workplace Audiences    | 3            |
| <b>or</b> ENGL 105            | Academic Writing                                                    |              |

|          |                             |   |
|----------|-----------------------------|---|
| CMNS 254 | Professional Report Writing | 3 |
|----------|-----------------------------|---|

Note: AGRI 239 is offered in even-numbered years, and AGRI 256 is offered in odd-numbered years. ~~Diploma students in the Livestock Production option must complete both AGRI 239 and AGRI 256.~~

## Agribusiness option

| Course                      | Title                                                            | Credits  |
|-----------------------------|------------------------------------------------------------------|----------|
| <b>One pair of:</b>         |                                                                  | <u>6</u> |
| AGRI 123                    | Horticulture Skills and Techniques for Fall                      |          |
| and AGRI 124                | Introduction to Horticulture                                     |          |
| or AGRI 237                 | Introduction to the Health of Farm Animals                       |          |
| and AGRI 238                | Equine Production and Management                                 |          |
| AGRI 142                    | Introduction to Agribusiness                                     | <u>3</u> |
| or BUS 100                  | Introduction to Business                                         |          |
| AGRI 163                    | Pest Biology and Identification                                  | <u>3</u> |
| AGRI 183                    | Farm and Equipment Safety                                        | <u>3</u> |
| AGRI 192                    | Practicum I                                                      | <u>3</u> |
| AGRI 204                    | Introduction to Soils and Soil Fertility                         | <u>3</u> |
| AGRI 212                    | Introduction to On-Farm Food Safety, Quality and Security        | <u>3</u> |
| AGRI 247                    | Enterprise Project: Part I                                       | <u>3</u> |
| AGRI 248                    | Enterprise Project: Part II                                      | <u>3</u> |
| AGRI 311                    | Sustainable Soil Management                                      | <u>3</u> |
| <b>One of:</b>              |                                                                  | <u>3</u> |
| AGRI 129                    | Horticulture Skills II                                           |          |
| AGRI 306                    | Sustainable Holistic Agriculture: Planning and Practices         |          |
| AGRI 324                    | Greenhouse Production: Science and Practice                      |          |
| AGRI 327                    | Nursery Production and Propagation: Science and Practice         |          |
| AGRI 331                    | Dairy Herd Management: Science and Practice                      |          |
| AGRI 371                    | Field Techniques in Integrated Pest Management                   |          |
| <b>One of:</b>              |                                                                  | <u>3</u> |
| AGRI 203                    | Fundamentals of Integrated Pest Management                       |          |
| AGRI 239                    | Management and Production of Beef, Sheep, and Goats (see Note 1) |          |
| AGRI 256                    | Management and Production of Poultry and Swine (see Note 1)      |          |
| AGRI 321                    | Vegetable Crop Production: Science and Practice (see Note 1)     |          |
| AGRI 323                    | Fruit Crop Production: Science and Practice (see Note 1)         |          |
| <b>Two of: (see Note 2)</b> |                                                                  | <u>6</u> |

|                             |                                                                                  |          |
|-----------------------------|----------------------------------------------------------------------------------|----------|
| <a href="#">AGRI 129</a>    | <a href="#">Horticulture Skills II</a>                                           |          |
| <a href="#">AGRI 254</a>    | <a href="#">Ruminant Animal Health</a>                                           |          |
| <a href="#">AGRI 324</a>    | <a href="#">Greenhouse Production: Science and Practice</a>                      |          |
| <a href="#">AGRI 327</a>    | <a href="#">Nursery Production and Propagation: Science and Practice</a>         |          |
| <a href="#">AGRI 328</a>    | <a href="#">Forage Crop Production: Science and Practice</a>                     |          |
| <a href="#">AGRI 331</a>    | <a href="#">Dairy Herd Management: Science and Practice</a>                      |          |
| <b>Plus:</b>                |                                                                                  |          |
| <a href="#">BUS 120</a>     | <a href="#">Essentials of Marketing</a>                                          | <u>3</u> |
| <a href="#">BUS 203</a>     | <a href="#">Organizational Behaviour</a>                                         | <u>3</u> |
| <a href="#">BUS 221</a>     | <a href="#">Professional Selling</a>                                             | <u>3</u> |
| <a href="#">CMNS 125</a>    | <a href="#">Communicating Professionally to Academic and Workplace Audiences</a> | <u>3</u> |
| <a href="#">or ENGL 105</a> | <a href="#">Academic Writing</a>                                                 | -        |
| <a href="#">ECON 100</a>    | <a href="#">Principles of Microeconomics</a>                                     | <u>3</u> |
| <a href="#">or ECON 101</a> | <a href="#">Principles of Macroeconomics</a>                                     |          |

[Note: AGRI 239 and AGRI 321 are offered in even-numbered years; AGRI 256 and AGRI 323 are offered in odd-numbered years.](#)

[Note 2: Students may not use the same course to meet more than one requirement.](#)

**Memo for Program Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Dept. Head Agriculture Technology

Date: May 8, 2023

**Subject: Program change Agriculture Technology Horticulture Crop Production and Protection Certificate**

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

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

2. Rationale for change(s):

- A) *Rationale for reducing number of 300-level production courses (Agri 321, 323, 324, 327) credits*
- *The Agriculture Technology programs are heavily prescribed. Reducing the number of 300-level production courses provides students with some level of choice to focus deeper study in areas of their interest.*
  - *This reduction to only one 300-level course (instead of 3) and reduces the number of credits in the Horticulture Crop Production and Protection certificate from 36 to 30, helping to make the program more affordable for students*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *The proposed changes do not dramatically alter our program outcomes.*
4. What consideration has been given to Indigenizing the curriculum? *As per the recent changes to our individual official course outlines we have incorporated Indigenous content into some of our courses including for example in Agri 123, 124 and 129 native plants are used when learning new skills – for example seed stratification or vegetative propagation, this then provides an opportunity to share the Halq'eméylem name for the plant, and Stó:lō uses of the plants for food, medicine or other purposes. Additionally, we have included forms of course delivery and assessment that are consistent with [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) for example assessments include reflections and course delivery includes field trips to learn on the land.*

5. Will additional resources be required? If so, how will these costs be covered? *No additional resources are 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 will be required to take fewer credits to complete the certificate (30 credits instead of the current 36). This is an overall benefit to students. We foresee that these changes will have an overall net benefit to our program enrolments.*
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? *While the number of credits required for the Horticulture Crop Production and Protection certificate are reduced the number of courses offered will be unchanged because the 300-level courses are also taken by students in the Agriculture Technology Diploma and BAS programs and also are eligible electives for students in the BES. We are seeing slowly increasing enrolment in diploma and degree programs.*
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. *There is no change to the number of required courses from other disciplines (CMNS/ENGL).*
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.**

# Horticulture Crop Production and Protection certificate

## Program outline

| Course                                                                                                           | Title                                                                      | Credits |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------|
| AGRI 123                                                                                                         | Horticulture Skills and Techniques for Fall                                | 3       |
| AGRI 124                                                                                                         | Introduction to Horticulture                                               | 3       |
| AGRI 129                                                                                                         | Horticulture Skills and Techniques for Winter                              | 3       |
| AGRI 142                                                                                                         | Introduction to Agribusiness                                               | 3       |
| or BUS 100                                                                                                       | Introduction to Business                                                   |         |
| AGRI 163                                                                                                         | Pest Biology and Identification                                            | 3       |
| AGRI 183                                                                                                         | Farm and Equipment Safety                                                  | 3       |
| AGRI 192                                                                                                         | Practicum I                                                                | 3       |
| AGRI 204                                                                                                         | Introduction to Soils and Soil Fertility                                   | 3       |
| <b>In even-numbered years:</b>                                                                                   |                                                                            |         |
| AGRI 321                                                                                                         | Vegetable Crop Production: Science and Practice <a href="#">(see Note)</a> | 3       |
| <b>In odd-numbered years:</b>                                                                                    |                                                                            |         |
| or AGRI 323                                                                                                      | Fruit Crop Production: Science and Practice <a href="#">(see Note)</a>     | 3       |
| AGRI 324                                                                                                         | Greenhouse Production: Science and Practice                                | 3       |
| or AGRI 327                                                                                                      | Nursery Production and Propagation: Science and Practice                   | 3       |
| CMNS 125                                                                                                         | Communicating Professionally to Academic and Workplace Audiences           | 3       |
| or ENGL 105                                                                                                      | Academic Writing                                                           | -       |
| <a href="#">Note: AGRI 321 is offered in even-numbered years, and AGRI 323 is offered in odd-numbered years.</a> |                                                                            |         |

**Memo for Program Changes**

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Dept. Head Agriculture Technology

Date: May 8, 2023

**Subject: Program change Agriculture Technology Livestock Production Certificate**

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

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

2. Rationale for change(s):

A) *Rationale for reducing number of 300-level credits*

- *The Agriculture Technology programs are heavily prescribed. Reducing the number of 300-level courses provides students with some level of choice to focus deeper study in areas of their interest.*
- *This reduction to only 1 300-level course also reduces the number of credits in the Livestock Production certificate from 36 to 33, helping to make the program more affordable for students*

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *The proposed changes do not dramatically alter our program outcomes*
4. What consideration has been given to Indigenizing the curriculum? *As per the recent changes to our individual official course outlines, we have incorporated Indigenous content into some of our courses including for example the Indigenous concept of Animal Personhood as a perspective for animal welfare discussions. In other courses where Indigenous content is more challenging to incorporate we have included forms of course delivery and assessment that are consistent with [First Peoples Principles of Learning – First Nations Education Steering Committee FNESC](#) for example assessments include reflections and course delivery includes field trips to learn on the land.*
5. Will additional resources be required? If so, how will these costs be covered? *No additional resources are 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 will be required to take fewer credits to complete the certificate (33 credits instead of the current 36). This is an overall benefit to students. We foresee that these changes will have an overall net benefit to our program enrolments.*
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? *While the number of credits required for the Livestock Production certificate is reduced the number of courses offered will be unchanged because the 300-level courses are also taken by students in the BAS program and also are eligible electives for students in the BES. For example, in Winter 2023, 50% of the students enrolled in Agri 328 were BAS or BES students.*
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.). *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. *There is no change to the number of required courses from other disciplines (ENGL/CMNS)*
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.

# Livestock Production certificate

## Program outline

| Course                                    | Title                                                                            | Credits      |
|-------------------------------------------|----------------------------------------------------------------------------------|--------------|
| AGRI 142                                  | Introduction to Agribusiness                                                     | 3            |
| or BUS 100                                | Introduction to Business                                                         |              |
| AGRI 163                                  | Pest Biology and Identification                                                  | 3            |
| AGRI 183                                  | Farm and Equipment Safety                                                        | 3            |
| AGRI 192                                  | Practicum I                                                                      | 3            |
| AGRI 204                                  | Introduction to Soils and Soil Fertility                                         | 3            |
| AGRI 237                                  | Introduction to the Health of Farm Animals                                       | 3            |
| AGRI 238                                  | Equine Production and Management                                                 | 3            |
| AGRI 254                                  | Ruminant Animal Health                                                           | 3            |
| <b><del>In even-numbered years:</del></b> |                                                                                  |              |
| AGRI 239                                  | Management and Production of Beef, Sheep, and Goats <a href="#">(see Note 1)</a> | 3            |
| <b><del>In odd-numbered years:</del></b>  |                                                                                  |              |
| <b><del>or</del></b> AGRI 256             | Management and Production of Poultry and Swine <a href="#">(see Note 1)</a>      | <del>3</del> |
| AGRI 328                                  | Forage Crop Production: Science and Practice                                     | 3            |
| <b><del>or</del></b> AGRI 331             | Dairy Herd Management: Science and Practice                                      | <del>3</del> |
| CMNS 125                                  | Communicating Professionally to Academic and Workplace Audiences                 | 3            |
| or ENGL 105                               | Academic Writing                                                                 |              |

[Note 1: AGRI 239 is offered in even-numbered years, and AGRI 256 is offered in odd-numbered years.](#)

Note [2](#): 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-external](#) courses is \$800.

**Memo for Program Changes**

To: Samantha Hannah

From: Linda Pardy

Date: Jan 18, 2024

**Subject: Program change [General Studies Diploma \(GSD\)](#)**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: [Implementation of Program Review recommendations, and administrative housekeeping updates to calendar copy.](#)

2. Rationale for change(s): [Many of the revisions are administrative updates, and improving how the core requirements are articulated. Also, options that have already been discontinued are updated and several copy edits have been made to improve the ability to scan the information.](#)

[The GSD Program Review recommended revisions to the administrative structure of the program to ensure its sustainability. Revisions have been made to:](#)

- [Make the core competency requirements more explicit – including adding in an explicit Academic Inquiry, a Media Literacy core competency, and an addition Numeracy course. The purpose of these additions is to address skill gaps. The Academic Inquiry course will ensure all GSD take one course designed to support their academic preparedness. The Media Literacy will prepare students to develop the skills needed to determine what is reliable and useful media information--especially from popular media sources and AI related sources. Basic numeracy at a workplace functional level has been identified by faculty and students as an area that needs more support. The additional required course will enable to students to select course from a wide range of discipline while continuing to improve on their foundational workplace level of numeracy.](#)
- [The number of elective credits and required credits shifts slightly but supports more intentional programming aimed and ensuring students prepared for further university degree level of work or to entry the workplace. These revisions will help fill a knowledge gap for students.](#)
- [Reduce the one-off or special substitution approvals related to core competencies so that diploma planning can be done more consistently, degree audit software is more transparent,](#)

and the one-to-one approval process is less labour intensive for students, Academic Advisors, and the AIS Department Head.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes remain the same with the focus on student choice and flexible programming. However, an academic inquiry foundation skills and media literacy have been added to address a knowledge gap.
4. What consideration has been given to Indigenizing the curriculum? The GSD program continues to expand opportunities for students to engage in experiences and course work that is Indigenized and decolonized. More intentional Indigenization programming will be included in a subsequent set of revisions to the GSD (anticipated for 2025). Indigenization and decolonization are ongoing processes.
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? None of the revisions being put forward will impact enrolment directly. The two core competencies added are already courses the majority of GSD students take – the revisions simply make the core competencies more intentional and explicit. The revisions will make program planning more transparent and responsive to student expressed needs.
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.) 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. The additional MATH options may increase enrolment in certain MATH courses, especially MATH 123. BIS students are currently taking a required STATS course so the only difference may be the distribution of students. See attached email of support.
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. See Attached



## MEMO

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**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: General Studies Diploma, Arts & Integrated Studies, College of Arts

**Date:** JANUARY 31, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implications the proposed changes to the General Studies Diploma, and I approve its submission to UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515

## General Studies diploma

A UFV General Studies diploma is ~~UFV's most flexible~~ a two-year program, allowing students to ~~choose courses~~ explore various areas of study while gaining academic and professional skills that ~~build towards degree completion or that contribute to workplace preparation. that are most relevant to their personal and professional goals.~~ General Studies diploma students will demonstrate foundational skills in academic inquiry, communication, media literacy, numeracy, ~~and scientific practice~~, ~~and and media and or~~ digital literacy.

The General Studies diploma is flexible enough to allow students to:

- Explore courses from a variety of areas of study;
- Use transfer, applied, and professional program credits;
- Tailor a program of study to specific needs of their workplace; and
- Complete entrance and lower-level requirements for degree-level study ~~and or~~ professional programs.

Students successfully completing a General Studies diploma will have met several of the competency requirements for the Bachelor of Integrated Studies (BIS). Diploma students interested in continuing in the BIS with the intention of developing a theme specialization ~~can~~ should work with an Advisor while in the diploma program to ensure that necessary prerequisites have been completed.

...

## Program requirements

The General Studies diploma requires completion of 60 credits at the 100-level or higher:

- ~~A minimum of 60 credits in courses numbered at the 100 level or higher.~~
- A minimum of 24 credits in courses numbered at the 200 level or higher.
- ~~A minimum of 36 credits of elective courses Successful completion of elective courses~~ in at least four distinct disciplines. ~~(36 Credits).~~
- ~~A minimum of 24 credits demonstrating Demonstration of having met the following six~~ Core Competencies: ~~(24 Credits).~~

1. Academic Inquiry (3 credits)
2. Communication (6 credits)
3. Media Literacy (3 credits)
4. Numeracy (6 credits)
5. Scientific Practice (3 credits)
6. Digital Literacy (3 credits)

| Core Competency                                                              | Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Academic Inquiry</u>                                                      | <u>One of AIS 101, 108, 111,</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <del>Effective eCommunication</del>                                          | <del>CMNS 125 or ENGL 105</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <u>Writing</u>                                                               | <u>CMNS 125 or ENGL 105</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                              | One of:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                              | <ul style="list-style-type: none"> <li>• <u>ABT 135</u></li> <li>• <u>AH 100, AH 101, AH 102, AH 204,</u></li> <li>• <u>CMNS, 125, 235, CMNS 251</u></li> <li>• <u>ENGL 104, ENGL 105, ENGL 208, ENGL 210 to ENGL 215,</u></li> <li>• <u>GD 101, GD 102, GD 157,</u></li> <li>• <u>GEOG 257/CMNS 257,</u></li> <li>• <u>HSER 120,</u></li> <li>• <u>JRNL 201/CMNS 201</u></li> <li>• <del>JRNL 300/CMNS 300 (discontinued);</del></li> <li>• <u>MEDA 222, MEDA 260,</u></li> <li>• <u>Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN</u></li> <li>• <u>SOC 254,</u></li> <li>• <u>THEA 111, THEA 112,</u></li> <li>• <u>VA 113, VA 115, VA 116, VA 160, or VA 180</u></li> <li>• <del>Any 100-level or higher CMNS course</del></li> <li>• <del>Any 100-level or higher course taught in a language other than English, including beginning and introductory language courses</del></li> <li>• Or completion of one of the following credentials: <ul style="list-style-type: none"> <li>◦ <u>Paralegal certificate</u></li> <li>◦ <u>Paralegal diploma</u></li> <li>◦ <u>Records Management certificate</u></li> <li>◦ <del>Aboriginal Culture and Language Support diploma (discontinued)</del></li> </ul> </li> </ul> |
| <u>Plus Additional one additional written, oral, or visual communication</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <u>Media Literacy</u>                                                        | <u>MACS 110 or MACS 130</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <u>Numeracy</u>                                                              | <del>One</del> <u>Two</u> of:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <u>Use and interpretation of numerical data</u>                              | <ul style="list-style-type: none"> <li>• <u>BUS 143, BUS 144, BUS 145, BUS 226,</u></li> <li>• <u>CIVI 200,</u></li> <li>• <u>CRIM 220, CRIM 320,</u></li> <li>• <u>ECON 100, ECON 101,</u></li> <li>• <u>GEOG 252, GEOG 253,</u></li> <li>• <u>Any MATH 100-level or higher,</u></li> <li>• <u>PSYC 110, PSYC 202,</u></li> <li>• <u>SOC 255/MACS 255/ANTH 255, or</u></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

- [Any](#) STAT 100-level or higher (~~see Note 1~~).
- Or completion of one of the following credentials:
  - [Architectural Drafting Technician certificate](#)
  - [Automation and Robotics Technician diploma](#)
  - [Bookkeeping for Small Business certificate](#)
  - [Carpentry certificate](#)
  - [Construction Electrician certificate](#)
  - [Electronics Technician certificate](#)
  - ~~Hospitality and Event Management Post-baccalaureate certificate (discontinued)~~

### Scientific Practice

One of:

- [AGRI 123](#), [AGRI 124](#), [AGRI 129](#), [AGRI 163](#), [AGRI 238](#), [AGRI 238](#),
- [ASTR 103](#), [ASTR 104](#),
- [BIO 100](#)-level or higher,
- [CHEM 100](#)-level or higher,
- [GEOG 103](#), [GEOG 116](#),
- [HSC 111](#),
- [KIN 163](#), [KIN 170](#),
- [PHYS 100](#)-level or higher, or [PSYC 202](#)
- Or completion of one of the following credentials:
  - [Automation and Robotics Technician diploma](#)
  - [Construction Electrician certificate](#)
  - [Electronics Technician certificate](#)
  - [Practical Nursing diploma](#)

### Digital Literacy

One of:

- ~~Course in digital competency:~~
  - [ADED 380](#) or [ADED 415](#)
  - [BUS 160/CIS 110](#)
  - [CIS 100](#) or higher
  - [COMP 100](#)-level or higher
  - [CMNS 126](#), [CMNS 251](#), ~~[CMNS 300/JRNL 300 \(discontinued\)](#)~~, [CMNS 301](#), [CMNS 320](#), [CMNS 390](#), [CMNS 399D](#), or [CMNS 375](#)
  - [ENGR 151](#)
  - Any GD course except [GD 102](#)
  - [GEOG 253](#), [GEOG 300J](#), [GEOG 300N](#), or [GEOG 357](#)
  - [VA 119](#), [VA 160](#), [VA 180](#), [VA 271](#), or [VA 365](#)

### Digital competency

- Or completion of one of the following credentials:
  - [Applied Business Technology certificate](#)
  - [Architectural Drafting Technician certificate](#)
  - [Automation and Robotics Technician diploma](#)
  - [Bookkeeping for Small Business certificate](#)
  - [Electronics Technician certificate](#)
  - [Legal Administrative Assistant certificate](#)
  - [Library and Information Technology diploma](#)
  - [Medical Office Assistant certificate](#)
  - [Paralegal certificate](#)
  - [Paralegal diploma](#)
  - [Records Management certificate](#)
- ~~Or portfolio demonstration of having met competency outcomes through professional or related experience. See [BIS website](#) for more information on using portfolios to demonstrate competency requirements.~~

~~Note 1: STAT 104 or STAT 106 is recommended for students planning on continuing into the Bachelor of Integrated Studies degree.~~

#### Notes

- ~~1.~~ 2. Individual courses can be used to meet only one competency.
- ~~1-2.~~ 2. Students can work with an Academic Advisor to get the Associate Certificate in Professional Communication and the Associate Certificate of Media Literacy within the credits need for the General Studies Diploma.

~~Advisors can assist s~~Students are advised to work with an Academic Advisor to ~~in~~ developing individual ~~an~~ educational plans. ~~An advising appointment can help students refine that will meet their post-diploma goals. (e.g., further academic study or employment). and objectives, understand available choices, and select courses which will apply to the intended program.~~ Students wishing to apply to the [Bachelor of Integrated Studies](#) after completion of the General Studies diploma should familiarize themselves with additional BIS requirements. Contact Advising at [advising@ufv.ca](mailto:advising@ufv.ca).

Note: Students may enrol in courses for which they meet the prerequisites. Some courses may be more difficult to gain access to as seats are reserved for students admitted to a particular program. General Studies students may be able to enrol in these courses if there are vacancies in courses after program students have registered. Refer to the course descriptions for prerequisite information.

**Memo for Program Changes**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director, and Jen Deon, GDD Department Head

Date: May 18, 2023

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

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

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

2. Rationale for change(s): Many of the changes to calendar copy are edits to streamline the text, removing repetition and redundancies. Several changes are updates to reflect current program offerings or practices (e.g. removing possible interview in entrance requirements, correct full name of GDD, addition of SOCA as course code, edits to portfolio review section).

The major change is to the general requirements of the BFA. We have added SOCA 105 as a required course. This is to ensure that BFA students are introduced to creative-arts specific genres of writing and writing expectations. The writing requirement, now called the writing breadth requirement has been tidied up to remove some ambiguity in its wording and to specify that the ENGL course must be an academic rather than creative writing course. We have added THEA 111 as a degree requirement to ensure that students are introduced to performance skills that are required for creative arts tasks (e.g. participating in a crit, presenting projects verbally). The reasoning requirement has been expanded to include a course from any humanities discipline, recognizing that almost all introductory humanities courses do teach critical thinking and reasoning skills and that allowing students to fulfill this requirement with a language course can better support international and Indigenous students' goals. Finally, partially as a result of VA program review recommendations to remove the science requirement, we have changed this component of the degree breadth requirement to allow a course in any non-humanities field; this will allow students to move outside of creative arts/humanities but provide the opportunity for them to explore social sciences, business, etc. as well as science.

*Additional entrance requirement changes have been made following consultation with Admissions.*

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?

The change to include SOCA 105 as a program requirement allows students to develop writing skills in a way that is personally meaningful for them, which is aligned with Indigenous ways of understanding pedagogy. The humanities requirement (instead of AH 200/PHIL 100) provides space for students to take courses in HALQ or IPK to fulfill degree requirements. Changing the science requirement to allow any course outside of humanities provides students with more choices and will allow them to better explore their interests and select courses that will allow them to succeed, which is again aligned with Indigenous understandings of teaching and learning.

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

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

We expect that these changes will make it easier for students to proceed through the BFA and will allow more flexible completion options. The change is not expected to have an impact on degree enrolment.

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? NA

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.)

SOCA 105 sections will be created by converting existing sections in the VA/AH enrolment plan.

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 may be a minimal impact on enrolments in CMNS and ENGL based on the change from 3-6 credits in one of these disciplines to 3 credits. Given that there are so many sections of the CMNS and ENGL sections affected, and that the BFA is a relatively small program, we expect the impact to be minimal, if there is any impact at all.

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.

# Bachelor of Fine Arts degree

## Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note).

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

### 3. Portfolio review ~~and possible interview.~~

Students who do not meet these requirements will be considered for the Visual Arts diploma or **Qualifying Studies**.

### Option 2: University entrance (for students who have post-secondary credit in BFA-related courses; see Note ~~ss~~ below)

- A minimum CGPA of 2.00 on all post-secondary credits completed and one of the following:
  - o Completion of a minimum of 15 university-level credits in BFA-related disciplines with a minimum GPA of 2.3300, and a cumulative GPA of 2.00 on all these courses~~courses attempted.~~
  - o A UFV Diploma in Visual Arts, Graphic and Digital Design, or Theatre Arts.
  - o A UFV Associate of Arts degree with an option in Theatre or MACS.
  - Completion of a minimum of nine university-level credits in BFA-related disciplines with a minimum GPA of 3.00, and a cumulative GPA of 2.33 on all courses attempted.

Students who do not meet these requirements must apply under option 1. s

- A UFV diploma in Visual Arts, Graphic and Digital Design, or Theatre Arts.
- A UFV Associate of Arts degree with an option in Theatre or MACS.

Note ~~1~~ 1: For the purpose of Admissions, credits earned in the following BFA-related disciplines will be considered: Art History, Film ~~Studies~~, Graphic ~~and Digital~~ Design, Media Arts, Media and Communication Studies, ~~Scholarship of Creative Arts (SOCA)~~, Theatre, and Visual Arts. Credits earned in Creative Writing courses offered by the English department will also be considered: ENGL 104, 208, 211, 212, 213, 215, 302, 303, 311, 313, 315, ~~317 (discontinued)~~, 373, ~~377 (discontinued)~~, 378, 381, ~~390~~, and 405.

Note 2: Applicants who do not meet the requirements for entrance under Option 2 will be considered under Option 1. They will need to submit a portfolio of work to determine eligibility and must have a minimum GPA of 2.00 on all post secondary credit completed.

### Option 3: University entrance (for students who have post-secondary credit, but not in BFA-related courses)

1. A minimum CGPA of 2.00 on all post-secondary credit completed.
2. Portfolio review.

~~Note 2: Applicants who do not meet the requirements for entrance under Option 2 will be considered under Option 1, and will need to submit a portfolio of work to determine eligibility.~~

All ~~a~~Applicants ~~to the BFA~~ must meet the Degree/~~D~~iploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

~~Students who do not meet these requirements will be considered for the Visual Arts diploma or 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:

- Official secondary school transcript proving B.C. secondary school graduation or equivalent, ~~if no previous post-secondary experience.~~
  - Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details. ~~To retain their original application date, students should order early so transcripts arrive within two weeks of the date the application is mailed or submitted.~~
2. When the application has been processed by the Office of the Registrar, an applicant will receive information on ~~program orientation and~~ portfolio submission dates, and a copy of the portfolio requirements. Applicants under Option 1 must submit a portfolio of recently created art works and accompanying documentation, as directed in the portfolio requirements, ~~for either Visual Arts or Graphic and Digital Design.~~ Portfolio submission is not required at the time of application. Portfolio reviews are conducted on a regular basis throughout the application period.
  - 2.3. ~~, but must be submitted online for review by the submission deadlines outlined on the Visual Arts and Graphic and Digital Design websites. All applicants must attend a program orientation. An official letter~~ Official notification of acceptance will be sent from the Office of the Registrar.

~~3.4. 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.

~~In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due by the end of the first week in August for the September intake.~~

## ~~Basis for admission decision~~

~~Applicants who meet the Option 2 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. Applicants in Option 1 will be notified of their admission status after the portfolio review process is completed.~~

## Fees and additional costs

See the **Fees and Other Costs** section. Students should budget for textbooks and additional supplies and materials costs for creative arts courses, which vary course-to-course. Courses in Graphic and Digital Design and Media Arts require students to pay differential tuition fees, see [link to Program-specific fees].

~~Books and additional supplies cost approximately \$100 per course. There are other related costs which must be considered over the four-year program.~~

### Visual Arts major

- ~~Materials: approximately \$3,600~~
- ~~Film photography students will require access to a 35mm SLR camera~~

### Graphic and Digital Design major

- ~~Students pursuing a major in Graphic and Digital Design are required to have a MacBook Pro laptop configured as per GDD specifications. The cost ranges between \$2,500 to \$3,500.~~

- ~~Students should budget an additional \$300 per term for books and supplies.~~
- ~~Graphic and Digital Design spaces include transmedia and photography studios, student co-lab, pod studios, and production labs. Students have access to Adobe CC, scanners, cameras, iPads, and 3D and colour printing.~~

## Graphic and Digital Design extended minor, minor, or electives

~~All GD courses are offered on the Abbotsford campus in networked Macintosh studios with access to Adobe CC, colour printers, scanners etc. Designated spaces provide additional access to iMacs for homework and project completion. Purchasing a MacBook Pro is optional, and recommended for students pursuing a Minor.~~

## Program duration

The BFA program can be completed in a minimum of four years of full-time study, with students taking ~~10 courses~~ 30 credits (approximately 10 courses) per calendar year. There is no required completion timeline for the BFA, and students can undertake part-time studies in this program.

## Bachelor of Fine Arts requirements

There are ~~two~~ three sets of requirements to note:

### ~~1. Program requirements~~

#### 1. General BFA requirements

#### ~~2. Program requirements (mMajor or eExtended mMinors)~~

~~Discipline requirements for major, extended minors, and minors (see individual disciplines)~~

## General requirements

## 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 Design** and **Visual Arts**. Extended minors are available in six BFA-related disciplines:-

- **Art History and Visual Studies**
- **Creative Writing**
- **Graphic and Digital Design**
- **Media and Communication Studies**
- **Theatre**
- **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.

Interdisciplinary Option

Spine = SOCA 100, SOCA 105, SOCA 201 or THEA 205, SOCA 401, SOCA 402

Work integrated learning/experiential learning: practicum option

Studio practice requirements

Students admitted to the degree should seek advice from the BFA Academic Advisor. A formal declaration of program choice should be made in an advising appointment with the BFA Academic Advisor. Students may declare the Graphic and Digital Design major upon admission to the BFA. All other declarations are made after the completion of 30 credits. All declarations must be made before 60 credits are completed (see the **Declaration of major, extended minors, and minors** section below).

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

- At least 45 of the 120 credits must be at the upper level (300- or 400-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 at least 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 upper-level credits is required.
- At least 15 credits must be completed at the upper level in each of two extended minor disciplines (see individual subject areas for specific extended minor requirements).
- Pre-college or preparatory courses will not satisfy program requirements.

### ~~General requirements~~

Students in all BFA degree programs will complete the following general requirements.

| <u>Course</u>                                                                                                                       | <u>Title</u>                                                                | <u>Credits</u> |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------|
| <u>SOCA 105</u>                                                                                                                     | <u>Ways of Writing About Art, Design, Digital Media, and Visual Culture</u> | <u>3</u>       |
| <u>ENGL 105, ENGL 108, ENGL 170, or CMNS 125 (see Note 2)</u>                                                                       | <u>Writing breadth requirement</u>                                          | <u>3</u>       |
| <u>THEA 111</u>                                                                                                                     | <u>Performance Skills for Work and Life</u>                                 | <u>3</u>       |
| <u>Any course from AH, CMNS, ENGL, FREN, GERM, HALQ, HIST, IPK, JAPN, JRNL, LING, MAND, PHIL, <del>RLST</del>, RUSS, SPAN, WMST</u> | <u>Humanities requirement</u>                                               | <u>3</u>       |
| <u>Any course from a discipline outside of the Faculty of Humanities</u>                                                            | <u>Breadth requirement</u>                                                  | <u>3</u>       |

### ~~Writing requirement~~

~~Six credits from ENGL 105 (see Note) and any other 100-level English course, or one of CMNS 120 or CMNS 125.~~

Note 1: Students who received an A in English Studies 12, English First Peoples 12, or equivalent (English 12, English Literature 12, English 12 First Peoples, IB English A (standard level or higher level), or AP English); ENGL 091; or ENGL 099 ~~may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher, are not required to take the writing breadth requirement.~~

Note 2: Students who have taken CMNS 120 prior to Fall 2021 can use that course to satisfy this requirement.

### Reasoning requirement-

| Course    | Title                                           | Credits |
|-----------|-------------------------------------------------|---------|
| PHIL 100  | Reasoning: An Introduction to Critical Thinking | 3       |
| or AH 200 | Art History and Its Methods                     | -       |

### Lab Science requirement-

| Course         | Title                                                             | Credits |
|----------------|-------------------------------------------------------------------|---------|
| <b>One of:</b> |                                                                   | 3-4     |
| ASTR 103       | Astronomy: The Solar System                                       | -       |
| ASTR 104       | Stars, Galaxies, and the Cosmos                                   | -       |
| BIO            | BIO 100 level or higher                                           | -       |
| CHEM           | CHEM 100 level or higher                                          | -       |
| CIS 145        | Web Publishing (see Note 1)                                       | -       |
| CIS 180        | Introduction to Visual Programming (discontinued)                 | -       |
| CIS 185        | Introduction to Programming using Media (discontinued)            | -       |
| GD 204         | Interactive Design II: Web Development for Designers (see Note 1) | -       |
| GEOG 103       | The Physical Environment (see Note 2)                             | -       |
| GEOG 116       | Earth Rocks                                                       | -       |
| KIN 163        | Introduction to Exercise Physiology                               | -       |
| KIN 170        | Basic Human Anatomy                                               | -       |
| PHYS-          | PHYS 100 level or higher                                          | -       |
| PSYC 202       | Research Methods in Psychology                                    | -       |

Note 1: CIS 145 or GD 204 are recommended for Graphic and Digital Design major students.

~~Note 2: Students with credit for the discontinued GEOG 101 or GEOG 102 cannot take GEOG 103 for further credit.~~

## Program Requirements

~~Elective Note: Theatre Practica~~

~~BFA students may use a maximum of six credits from lower-level Theatre practica courses toward elective requirements in the degree program. Lower-level Theatre practica courses include THEA 299, 290, and 295. Since each production represents a unique project, students may repeat THEA 299 once, or THEA 290 or 295 multiple times for further elective credit towards the BFA degree, within the six credit maximum. Additional credit will only be granted when the work undertaken in each practicum represents a different production role.~~

~~Students in the BFA must declare a major or two extended minors in Fine Arts disciplines. Available UFV offers majors in are Graphic and Digital Design and Visual Arts. Extended minors can be chosen from the following: and extended minors in~~

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

~~Students selecting two extended minors must take at least one extended minor in a creative practice program (Creative Writing, Graphic and Digital Design, Theatre, or Visual Arts). Note: Students in the The BFA degree must contain select at least one creative practice discipline, chosen from Creative Writing, Graphic and Digital Design, Theatre, or Visual Arts. Extended minors in Art History and Media and Communications Studies cannot be combined~~

with each other in the BFA degree. Students wishing to combine these two disciplines should pursue a BA degree.

Minors in Business and Communications may be added to the BFA. Minors are not available in the BFA from other program 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 major at the time of admission to the BFA. Formal declaration is completed by appointment with the BFA Academic Advisor.

Students may declare majors, 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. Declaration prior to 30 credits may be approved at the discretion of the BFA Academic Advisor in some instances.

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. Formal declaration is completed by appointment with the BFA Academic Advisor. 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. Students may declare the Graphic and Digital major at the time of admission to the BFA. 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.

## Co-operative Education option

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

## 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 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. Students may declare the Graphic and Digital major at the time of admission to the BFA. 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.~~

## **Double extended minor requirements**

~~Students wishing to concentrate on two subject areas can earn a Bachelor of Fine Arts degree by completing two of the following extended minors:~~

- ~~• **Art History** (see Note)~~
- ~~• **Creative Writing**~~
- ~~• **Graphic and Digital Design**~~
- ~~• **Media and Communication Studies** (see Note)~~
- ~~• **Theatre**~~
- ~~• **Visual Arts**~~

~~Note: The BFA degree must contain at least one creative practice discipline. Extended minors in Art History and Media and Communications Studies cannot be combined with each other in the BFA degree. Students wishing to combine these two disciplines should pursue a BA degree.~~

~~To receive a Bachelor of Fine Arts degree with a double extended minor, students must complete all designated requirements in two discipline areas, plus one course from each of the following two areas:~~

- ~~• **Visual literacy:** At least three credits from any Film Studies course, any Graphic Design course except GD 102, or any Visual Arts course.~~
- ~~• **Performance literacy:** At least three credits from ENGL 211, ENGL 381, MUSC 199, or any Theatre course except THEA 101, THEA 201–204, THEA 301/ENGL 365, or THEA 401.~~

~~Students admitted to the degree should seek advice from the BFA Academic Advisor regarding requirements. Declarations should be made with the BFA Academic Advisor when at least 30 credits have been completed.~~

~~Additionally, of the 120 BFA credits:~~

- ~~65 must be in Arts subjects.~~
- ~~At least 15 credits must be completed at the upper level in each of two extended minor disciplines (see individual subject areas for specific extended minor requirements).~~
- ~~Residency requirements must be met: at least seven upper-level credits counting towards each extended minor must be completed at UFV.~~
- ~~The Bachelor of Fine Arts general requirements must be satisfied.~~
- ~~Students completing a double extended minor must also complete a breadth requirement of six credits in two areas: Visual Literacy and Performance Literacy. These credits must be exclusive of the work completed for the discipline requirements of the extended minors.~~

...

## Readmission

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.

~~Students who are required to withdraw from the BFA program must submit an appeal for readmission to the BFA Academic Advisor if they wish to resume studies in the degree program.~~

Students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Readmission is not automatic. If readmitted, students will be placed on Academic Warning again, subject to the conditions for Academic Warning as described above.

## Residency

Students must complete at least 60 of the credits required for the BFA at UFV. At least 30 of these credits must be at the upper level, including at least seven upper-level credits counting toward each extended minor. Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement. Students should consult the calendar section for their major or extended minors of choice, as there may be additional residency requirements for specific courses of study.

...

**Memo for Program Changes—Part 1**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 1, 2023/ **Updated Memo: March 14, 2024**

**Subject: Updates to the Bachelor of Environmental Studies (BES) Course Calendar—Changes to Course Options and Program Requirements (Pt 1 of 2)**

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

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

**Course Removals/ Additions**

- Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.
- Addition of GEOG 252 and SOC/ANTH/MACS 255 to List 2B (Professional and Research Skills).
  - Addition of “Note 2” at the end of List 2C.
- Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).
- Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).
- Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).
- Addition of BIO 307, BIO 390, and BIO 418 to List 2C (Sciences).
- Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.
- Removal from Lists 2A and 2B: BUS 400, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, VA 372, MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
- ~~Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core.~~ **[Change rescinded, March 2024. Retain as option in program]**

**Changes in Degree Requirements**

- Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.

2. Rationale for change(s):

Various changes have been made to the BES course calendar which will help students progress through the degree program with greater ease. Three new ENV courses are also being added that will enhance the relevancy and usefulness of the program. Further, in the time since the calendar changes were first brought to UFV, the program has met with the Office of the Registrar to streamline and clarify language in the entrance requirements. These are included below.

The following updates (and associated reasoning) have been made to the BES course calendar.

**Course Additions/ Removals**

- **Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.** This was done because we developed a new course (ENV 310, Leadership in Environmental Professions) that discusses similar content to PORT 398 but does so from an environmental perspective. ENV 310 also goes a bit further with skill sets such as project management, conflict resolution, and inclusive leadership practices. ENV 310 is the best fit for the program.
- **Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.** This is a newly created course and is being added as a required course due to its highly relevant subject material to the program and to various environmental careers. The course will help prepare students for upper-level field-based courses. The course will offer the skills needed by graduates of the program that are required in their certification as Applied Science Technologist (AScT) or Certified Technician (CTech).
- **Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).** We aim to add ENV 345 into both Lists as it is an equal blend of biology-ecology and environmental management research. Students will only be allowed to count ENV 345 towards List 2B or List 2C requirements.
- **Addition of two courses from the now deleted List 1C to List 2B. The two courses are GEOG 252 (Explanation in Geography: Quantitative Methods) and SOC/ANTH/MACS 255 (Introduction to Social Research).** Both GEOG 252 and SOC/ANTH/MACS 255 are important to keep as an option for students as they are highly relevant to environmental careers. They both ladder into other respective courses in the upper-level Lists.
  - **Addition of “Note 2” at the end of List 2C.** This Note 2 helps to clarify the previous point by stating that “Students choosing to take lower-level courses in List 2B must ensure that they still meet the required 45 upper-level course credits required for this degree.”
- **Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).** This course is relevant to the program as it highlights the planning challenges and opportunities presented by climate change.
- **Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).** This course covers the science behind waste production, removal, and degradation. Waste is one of the most significant environmental challenges at the moment and is highly relevant to the program.
- **Addition of BIO 307, BIO 390, and BIO 418 to List 2C.** Although BES students are not required to take any courses from the List 2C, it is useful to have this list complied should they be interested to take science courses to fulfil their electives. These BIO courses relate to the environmental context, and have limited prerequisites and so BES students can feasibly register for these courses given the existing structure of the BES.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and each course was evaluated for their pre-requisites.** If a listed course required two or more pre-requisites that are not included elsewhere in the BES, then it is now removed. This will help reduce the overwhelming amount of option for students as well as give them course options that they can more likely enroll in. The courses removed

for this reason are: BUS 400, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, and VA 372.

- **The other Lists (List 2A, 2B, and 2C) were reviewed and courses were removed that have been discontinued or are not highly relevant to environmental careers.** These include: MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
- ~~Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core, and update to admission requirements.~~ [Change rescinded, retain in program for now, pending review at a later date]

## Changes in Degree Requirements

- **Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.** This was a long list of courses that were contributing differing skill sets for students. However, with the creation and requirement of ENV 212 (see above), List 1C is now redundant - students will be receiving the anticipated “professional and research” skills exclusively and consistently from ENV 212.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:  
  
The program outcomes are not changed and are only strengthened with the addition/deletion of the aforementioned courses.
  4. What consideration has been given to Indigenizing the curriculum?  
  
All new courses are developed with Indigenization in mind. For example, ENV 212, ENV 310, ENV 321, and ENV 345 all have several explicit ways of representing Indigenous knowledge, perspectives, and science into the course content. Such content as the Guardians toolkit for field data collection, Two-Eyed Seeing approaches to environmental stewardship, inclusive leadership practices, TEK regarding native species, and more are discussed and utilized in our courses.
  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 will be positively impacted in our program with a more streamlined set of course options. In particular, the addition of new ENV courses are of interest to BES/BES-NS students as well as students across campus due to their timely nature. New ENV courses are created because of urgent needs seen in municipalities, in media, and in advertised jobs. It is hoped that these changes will help increase enrolment in the program.  
  
There are nearly 70 students in the BES/BES-NS programs, and around 15 are new to the programs this year. A conservative estimate is that about 50 students will be positively impacted by these changes.
  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 Research, methods, and engagement core now has a range of 20-22 credits (instead of 19-22 credits) due to the removal of List 1C and the addition of ENV 212. The total number of courses remains the same – ENV 212 is now required instead of “one course to be taken from list 1C”.

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.)

Existing section allocations from the Science Dean’s office are being used for new ENV courses. ENV 321 and ENV 345 already ran as Special Topics courses (GEOG 300W and 300X, respectively) and were well accommodated within our PGES section allocation.

To include ENV 212 as a required course, the “take one course from List 1C” and all of List 1C was removed.

Timetabling changes include changing ENV 310 and ENV 410 to be offered “every other year” instead of its current annual offering. This was done to create more space for the new ENV courses.

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 are several course removals from the various Lists in the program. Very few (if any) BES/BES-NS students take the removed courses so impact to enrolments to those courses is expected to be negligible. There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1C. There are several options within each List – in List 1C, there were 16 courses. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.

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

**CWC comments and responses:** (comments also apply to the BES-NS)

- Rationale for the removal of PSYC 110 (that it will help students who may wish to enroll in other STAT courses) is in the area of advising rather than a sufficient rationale for this change.

*I’m not sure what this comment is asking – perhaps confirmation from advising? We have noted that some students, especially from the BES-NS, have trouble qualifying for other required science courses if they’ve only taken PSYC 110.*

- Memo #9 notes that “very few” program students take the courses that are being removed. How many is very few? Has the College of Arts been consulted to confirm impact on courses in their area?  
*There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1B. There are several options within each List. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.*
- The new upper-level ENV courses are only being included as electives; these programs do not include many ENV courses, and these new courses have differential tuition that may make them less appealing to students.  
*There is no price/tuition differential between ENV and other courses. Yes, this was originally meant to be the plan but it never came to be.*

**Memo for Program Changes—Part 2**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 1, 2023/ **Updated Memo: March 14, 2024**

**Subject: Updates to the Bachelor of Environmental Studies (BES) Course Calendar—Admissions Requirements Only (Part 2 of 2)**

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

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

**Changes in Admissions Requirements/ Language**

- Removal of “Prerequisites for STAT 104 or STAT 106” from Option 1: Secondary School Entrance.
- Removal of “Prerequisites for STAT 104 or STAT 106” from Option 2: University Entrance....
- Removal of “Prerequisites for ENGL 105 or CMNS 125” from Option 2: University Entrance....
- Addition of two notes to Option 1: Secondary School Entrance and to Option 2: University Entrance
  - “Note X: Once in the BES degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, and those with Mathematics 12 are prepared to take STAT 106”. The Note is numbered sequentially for each section it appears, e.g., Note 1 or Note 2.
  - “Note X: Applicants not meeting program entrance requirements may consider Qualifying Studies.” The Note is numbered sequentially for each section it appears, e.g., Note 2 or Note 3.
- Addition of new university entrance option: “Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.”
- Removal of other university entrance options, including for students entering following completion of: 18 credits (2.50 GPA including GEOG 103 and GEOG 111); completion of 30 credits (2.0 CGPA); 9 credits (3.0 GPA); career or technical diploma (2.50 CGPA); or 3- or 4-year degree (2.0 CGPA).
- Removal of Combined Post-Secondary/ Secondary School Option.

2. Rationale for change(s):

**General Rationale:** The following changes are being requested, following initial review of program changes at UEC with a request for further review of admissions requirements. The program engaged in consultation with the Office of the Registrar to develop streamlined entrance requirements that are more transparent and operational.

*Rationale for specific changes: Option 1-Secondary School entrance*

Students entering the BES currently must meet the prerequisites of multiple first year courses at UFV. However, OReg noted that the preferred language is to state as entrance requirements the secondary school courses/ upgrading and 100-level course options rather than referring potential students to calendar.

**Changes in Admissions Requirements/ Language**

- **Removal of “Prerequisites for STAT 104 or STAT 106” from Option 1: Secondary School Entrance.**  
Follows consultation with the Office of the Registrar. Students are not currently required to completed their Statistics requirement within the first 1-2 years of study in the BES. Using this as an entrance requirement, therefore, when students would be able to complete upgrading needed (if any) prior to completion of their statistics course is an unnecessary hurdle for new students.
- **Removal of “Prerequisites for STAT 104 or STAT 106” from Option 2: University Entrance....** As above. Follows consultation with the Office of the Registrar.
- **Removal of “Prerequisites for ENGL 105 or CMNS 125” from Option 2: University Entrance....**  
Follows consultation with the Office of the Registrar. Students entering with prior post-secondary and who have successfully maintained the minimum GPA have already demonstrated previously their ability to complete at least some post-secondary study. Further, they are likely to already meet the pre-req for ENG 105/ CMNS 125 prior to post-secondary, or if not, have demonstrated ability to proceed without first completing these courses or their prerequisites. Students who have not yet completed ENGL 105/ CMNS 125 as part of previous post-secondary study and who do not yet meet prerequisites to do so, should plan to complete on of the many options available to them under the English Language Proficiency requirement.
- **Addition of two notes to Option 1: Secondary School Entrance and to Option 2: University Entrance**
  - **“Note X: Once in the BES degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, and those with Mathematics 12 are prepared to take STAT 106”.** This note is added as substitution for requiring the prerequisites for STAT 104 or STAT 106 as a program entrance requirement. The Note is numbered sequentially for each section it appears, e.g., Note 1 or Note 2.
  - **“Note X: Applicants not meeting program entrance requirements may consider Qualifying Studies.”** The Note is numbered sequentially for each section it appears, e.g., Note 2 or Note 3.
- **Addition of new university entrance option:** “Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.” Follows consultation with the Office of the Registrar. Simplification of entrance requirements. Additional options (see next item) were overly complex, difficult to apply, and did not generate any discernible value to the learner or the program.
- **Removal of other university entrance options,** including for students entering following completion of: 18 credits (2.50 GPA including GEOG 103 and GEOG 111); completion of 30 credits (2.0 CGPA); 9 credits (3.0 GPA); career or technical diploma (2.50 CGPA); or 3- or 4-year degree (2.0 CGPA).
  - Follows consultation with the Office of the Registrar. These variations were inconsistent (e.g., CGPA or GPA), hard to track and apply, and unnecessary from an admissions and program management perspective, particularly in the absence of evidence that the

differential CGPAs at different levels of credit completed produced improved outcomes or persistence in this program overall.

- **Removal of Combined Post-Secondary/ Secondary School Option.** This was noted by the Office of the Registrar to be an unworkable and no longer applied option.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

Not directly applicable, although reduction of barriers to entrance should serve a wider population of learners, including Indigenous learners. See Pt 1 of memo for discussion of other program changes as they relate to this question.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

The revised admissions standards will simplify and streamline language and decision-processes for students new to postsecondary and those who are transferring into the program. We know that not all learners currently enter the institution having completed the necessary Math requirements from secondary school that would allow them to directly enter when the entrance requirements include the prerequisites to STAT 104/106, and yet these same students can and do excel in their environmental studies courses. The new language removes barriers to entry and reduces the likelihood of students working towards degree requirements while 'camping out' in other programs.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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.)

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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.

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

**CWC comments and responses:** (comments also apply to the BES-NS)

- Rationale for the removal of PSYC 110 (that it will help students who may wish to enroll in other STAT courses) is in the area of advising rather than a sufficient rationale for this change.  
*I'm not sure what this comment is asking – perhaps confirmation from advising? We have noted that some students, especially from the BES-NS, have trouble qualifying for other required science courses if they've only taken PSYC 110.*
- Memo #9 notes that “very few” program students take the courses that are being removed. How many is very few? Has the College of Arts been consulted to confirm impact on courses in their area?  
*There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1B. There are several options within each List. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.*
- The new upper-level ENV courses are only being included as electives; these programs do not include many ENV courses, and these new courses have differential tuition that may make them less appealing to students.  
*There is no price/tuition differential between ENV and other courses. Yes, this was originally meant to be the plan but it never came to be.*

## Bachelor of Environmental Studies degree

### Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).
- ~~2.3. Prerequisites for **STAT 104** or **STAT 106**~~

Note 1: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, or IB English A (standard level or higher level), or out-of-province equivalent.

Note 2: Once in the BES degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, and those with Mathematics 12 are prepared to take STAT 106.

Note 3: Applicants not meeting program entrance requirements may consider Qualifying Studies.

**Commented [MOU1]:** Removed requirement, following consultation with OReg and earlier review from UEC. Students do not need to complete their statistics requirement in the first year of the program, and therefore, the pre-requisites to the courses do not need to be considered as a condition to entry into the program.

**Commented [MOU2]:** Recommendation added in lieu of requirement.

**Commented [MOU3]:** Addition of note to both options for entrance.

**Commented [MOU4]:** Remove. Follows conversation with OReg regarding streamlining entrance requirements and ensuring that these requirements can be applied. Listing "pre-requisites to XX [UFV Course]" is problematic in application by OReg and interpretation by student. Further, students entering with prior post-secondary and who have successfully maintained the minimum GPA have already demonstrated previously their ability to complete at least some post-secondary study. Further, they are likely to already meet the pre-req for ENGL 105/ CMNS 125 prior to post-secondary, or if not, have demonstrated ability to proceed without first completing these courses or their pre-requisites. Students who have not yet completed ENGL 105/ CMNS 125 as part of previous post-secondary study and who do not yet meet pre-requisites to do so, should plan to complete one of the many options available to them under the English Language Proficiency requirement.

**Commented [MOU5]:** See above note, where prerequisites for STAT 104/106 are removed from Option 1

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

1. Prerequisites for [ENGL 105](#) or [CMNS 125](#).
- Prerequisites for **STAT 104** or **STAT 106**.

1. Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.

Note 1: Once in the BES degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106.

Note 2: Applicants not meeting program entrance requirements may consider Qualifying Studies.

**Commented [MOU6]:** Simplification of entrance requirements, following discussion with OReg. Earlier options were overly complex, difficult to apply, and did not generate any discernible value to the learner or the program. Replaced with: "Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits."

**Commented [MOU7]:** Recommendation added in lieu of requirement.

**Commented [MOU8]:** Addition of note to both options for entrance.

2. One of the following:

- o A minimum GPA of 2.50 on the last 18 credits of university level courses attempted, including completion of GEOG111 and GEOG 103 with a grade of C or better.
- o Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00.
- o Completion of a minimum of nine credits in courses numbered at the 100 level and above, transferable to a degree program, with a minimum GPA of 3.00.
- o Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme).
- o Completion of a three or four year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98).**

**Commented [MOU9]:** Removed following consultation with OReg and with an eye towards simplifying admissions requirements; replaced with line above, "Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits."

### Option 3: Combined post-secondary/secondary school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a minimum CGPA of 2.00, may be considered for admission based on secondary school requirements.

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

**Commented [MOU10]:** After consultation with OReg, decision to remove this language. Not consistent with institutional practice and not applied.

## Program outline

BES students are required to take the following:

### Environmental core: 20–26 credits

| Course                 | Title                                                     | Credits |
|------------------------|-----------------------------------------------------------|---------|
| CMNS 257/ GEOG 257     | Environment: Science and Communications                   | 3       |
| ENV 200                | Living in Our Watershed                                   | 4       |
| ENV 310                | Leadership in Environmental Professions                   | 3       |
| <del>or PORT 398</del> | <del>Portfolio I: Bridging University and Career</del>    |         |
| ENV 410                | Environmental Seminar                                     | 4       |
| GEOG 111               | Environmental Issues and Strategies                       | 3       |
| PHIL 318               | Environmental Ethics                                      | 3       |
| <b>One of:</b>         |                                                           | 0–6     |
| COOP 110               | Co-op Work Term Performance and Report I (see Note 1)     |         |
| GEOG 412               | Environmental Geography Practicum                         |         |
| <b>or</b>              | Demonstration of previous environmental work (see Note 2) |         |

Note 1: Students must be admitted to the [Co-operative Education](#) program in order to take COOP courses. Co-op students may use two additional COOP courses in place of two electives.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes is subject to program chair review. See the [BES website](#) for more details.

### Research, methods, and engagement core: 1920-22 credits

| Course                      | Title                                                                                                   | Credits             |
|-----------------------------|---------------------------------------------------------------------------------------------------------|---------------------|
| CMNS 125                    | Communicating Professionally to Academic and Workplace Audiences                                        | 3                   |
| or ENGL 105                 | Academic Writing                                                                                        |                     |
| <a href="#">ENV 212</a>     | <a href="#">Environmental Field and Lab Techniques</a>                                                  | <a href="#">4</a>   |
| GEOG 253                    | Introduction to Geographic Information Systems                                                          | 4                   |
| or GEOG 357/<br>BIO 357     | Conservation GIS                                                                                        |                     |
| PHIL 100                    | Reasoning: An Introduction to Critical Thinking                                                         | 3                   |
| <b>One of:</b> (see Note 1) |                                                                                                         | 3-4                 |
| <a href="#">PSYC 110</a>    | Applied Statistical Analysis in Psychology                                                              |                     |
| STAT 104                    | Introductory Statistics                                                                                 |                     |
| STAT 106                    | Statistics I                                                                                            |                     |
| STAT 270/ MATH 270          | Introduction to Probability and Statistics                                                              |                     |
| <b>Plus:</b>                |                                                                                                         |                     |
|                             | One course from <a href="#">List 1C</a> (see Note 2): Professional and Research Skills (lower-level)    | <a href="#">3-4</a> |
|                             | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3-4                 |

**Commented [MOU11]:** Earlier version of draft changes had removed this from options. Course restored as an option pending further review of data regarding how students their statistics requirement, and what if any impact course choice has on subsequent coursework.

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

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study.

Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

### Breadth requirements: 34–38 credits

| Course                   | Title                                                                         | Credits |
|--------------------------|-------------------------------------------------------------------------------|---------|
|                          | One course from <a href="#">List 1A</a> : Society and Culture                 | 3–4     |
|                          | One course from <a href="#">List 1B</a> : Political Economy                   | 3       |
| GEOG 103                 | The Physical Environment                                                      | 4       |
| GEOG 201                 | Climate and People                                                            | 4       |
| or GEOG 202              | Understanding Your Earth: Landforms and Processes                             |         |
| <b>One of:</b>           |                                                                               | 3       |
| AGRI 124                 | Introduction to Horticulture                                                  |         |
| AGRI 163                 | Pest Biology and Identification                                               |         |
| <a href="#">AGRI 203</a> | <a href="#">Fundamentals of Integrated Pest Management</a>                    |         |
| AGRI 204                 | Introduction to Soils and Soil Fertility                                      |         |
| AGRI 220                 | Plants in the Landscape                                                       |         |
| AGRI 237                 | Introduction to the Health of Farm Animals                                    |         |
| AGRI 238                 | Equine Production and Management                                              |         |
| AGRI 239                 | Management and Production of Beef, Sheep, and Goats                           |         |
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a>                |         |
| AGRI 256                 | Management and Production of Poultry and Swine                                |         |
| <b>One of:</b>           |                                                                               | 4       |
| BIO 106                  | Ecology from an Urban Perspective                                             |         |
| BIO 210                  | Introduction to Ecology                                                       |         |
| BIO 219/ GEOG 219        | Biogeography                                                                  |         |
| <b>Plus:</b>             |                                                                               |         |
| GEOG 331                 | Environmental Assessment and Management                                       | 4       |
|                          | Two courses from <a href="#">List 2A</a> : Society, Culture, and Economy      | 6–8     |
|                          | One course from <a href="#">List 2B</a> : Professional and Research Skills II | 3–4     |

## Elective courses

Students will also complete 34–47 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

## Thematic lists

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

### List 1A: Society and Culture

| Course            | Title                                                   | Credits |
|-------------------|---------------------------------------------------------|---------|
| AH 270            | Architecture and Nature: Building Between Earth and Sky | 3       |
| ANTH 268          | Culture and Environment                                 | 3       |
| ENGL 215          | Creative Writing: Creative Non-fiction                  | 3       |
| GEOG 109/ GDS 100 | A World of Development                                  | 3       |
| GEOG 130          | Geography of Canada                                     | 3       |
| GEOG 140          | Human Geography                                         | 3       |
| HIST 100E         | Introduction to World History                           | 3       |
| IPK 102           | Introduction to Indigenous Studies                      | 3       |
| MACS 130          | Introduction to Digital Media and Communications        | 3       |
| MACS 210          | History of Communication                                | 3       |
| MACS 240          | Media, Money, and Power                                 | 3       |
| SOC 247           | Culture of Capitalism                                   | 3       |
| SOC 260/ ANTH 260 | Food for Thought: Food, Culture, and Society            | 3       |
| SOC 289           | Sociology of Animals in Western Society                 | 3       |

### List 1B: Political Economy

| Course   | Title                        | Credits |
|----------|------------------------------|---------|
| ECON 100 | Principles of Microeconomics | 3       |
| ECON 101 | Principles of Macroeconomics | 3       |

|                    |                    |   |
|--------------------|--------------------|---|
| ECON 242/ GEOG 242 | Economic Geography | 3 |
|--------------------|--------------------|---|

#### List 1C: Professional and Research Skills

| Course                      | Title                                           | Credits |
|-----------------------------|-------------------------------------------------|---------|
| AGRI 247                    | Enterprise Project: Part I                      | 3       |
| BUS 204                     | Introduction to Non-Profit Management           | 3       |
| CIS 145                     | Web Publishing                                  | 3       |
| CMNS 180                    | Introduction to Intercultural Communication     | 3       |
| CMNS 235                    | Public Speaking                                 | 3       |
| CMNS 251                    | Professional Report Writing                     | 3       |
| COMP 120                    | Computing for the Sciences                      | 3       |
| GD 157                      | Digital Design Media I                          | 3       |
| GD 159                      | Digital Design Media II                         | 3       |
| GD 202                      | Interactive Design I: Foundations in Web Design | 3       |
| GEOG 252                    | Explanation in Geography: Quantitative Methods  | 4       |
| PSYC 202                    | Research Methods in Psychology                  | 4       |
| SOC 255/ ANTH 255/ MACS 255 | Introduction to Social Research                 | 3       |
| VA 180                      | Digital Photography                             | 3       |
| VA 271                      | Image, Sound, and Performance Art I             | 3       |

#### List 2A: Society, Culture, and Economy

| Course                | Title                                                                              | Credits |
|-----------------------|------------------------------------------------------------------------------------|---------|
| AGRI 371              | <del>Sustainable Holistic Agriculture: Planning and Practices</del><br>Agroecology | 3       |
| BUS 400               | Business and Society                                                               | 3       |
| ECON 352              | Technological Progress and Economic Growth                                         | 3       |
| ECON 361/<br>GEOG 361 | Environmental Economics                                                            | 3       |
| ENV 330               | Sustainable Fashion                                                                | 4       |
| GDS 332               | Refugees, Displacement, and Development                                            | 4       |
| GEOG 311              | Global Resources and Environment                                                   | 4       |

|                              |                                                                               |              |
|------------------------------|-------------------------------------------------------------------------------|--------------|
| GEOG 312                     | Political Ecology                                                             | 4            |
| GEOG 314                     | Geography of Food                                                             | 4            |
| GEOG 340/ GDS 340            | Geographies of Development: Landscapes of Inequality                          | 4            |
| GEOG 360                     | Introduction to Regional and Community Planning                               | 4            |
| GEOG 364                     | International Planning and Development Policy: Adapting to Climate Change     | 4            |
| IPK 386                      | Indigenous Worldviews of Turtle Island                                        | 3            |
| IPK 401                      | Indigenous Worldviews and Spirituality                                        | 4            |
| <del>PHIL 412</del>          | <del>Corporations, Globalization, and Ethics (formerly PHIL 312)</del>        | <del>3</del> |
| PSYC 364                     | Environmental Psychology                                                      | 3            |
| RLST 380                     | Religion, Nature, and Science                                                 | 3            |
| SOC 346                      | Environmental Justice                                                         | 4            |
| SOC 348                      | Social Movements                                                              | 4            |
| <del>SOC 360/ ANTH 360</del> | <del>Eating and Thinking: Food, Identity, and Power in Global Societies</del> | <del>4</del> |
| SOC 368/ ANTH 368            | Environment and Society (formerly SOC 468/ANTH 468)                           | 4            |

**List 2B: Professional and Research Skills**

| Course                        | Title                                                      | Credits      |
|-------------------------------|------------------------------------------------------------|--------------|
| CMNS 312                      | Public Relations Campaigns                                 | 3            |
| CMNS 325                      | Writing for the Sciences and Technologies                  | 3            |
| CMNS 335                      | Advanced Public Speaking                                   | 4            |
| CMNS 360                      | Advocacy Writing                                           | 3            |
| <del>CMNS 375</del>           | <del>Understanding Design for Print Publications</del>     | <del>3</del> |
| <del>CMNS 380</del>           | <del>The Cross-Generational Workplace</del>                | <del>3</del> |
| CMNS 465                      | Grant and Proposal Writing                                 | 3            |
| CMNS 480/ MACS 480            | Crisis Communications                                      | 4            |
| <del>ENGL 373/ JRNL 373</del> | <del>Creative Writing: Advanced Creative Non-Fiction</del> | <del>4</del> |
| <del>ENV 345</del>            | <del>Invasive Species Management</del>                     | <del>4</del> |
| <del>GEOG 252</del>           | <del>Explanation in Geography: Quantitative Methods</del>  | <del>4</del> |
| GEOG 353                      | GIS Applications                                           | 4            |
| GEOG 357/ BIO 357             | Conservation GIS                                           | 4            |
| GEOG 453                      | Remote Sensing of the Environment                          | 4            |

|                                            |                                                                                |              |
|--------------------------------------------|--------------------------------------------------------------------------------|--------------|
| GEOG 454                                   | Geospatial Data Analysis and Modeling                                          | 4            |
| IPK 344/ ANTH 344/<br>SOC 344              | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)          | 4            |
| <del>JRNL 300/ CMNS 300</del>              | <del>Introduction to the Practice of Journalism (discontinued)</del>           | <del>3</del> |
| JRNL 301/ CMNS 301                         | Advanced Practice of <del>Multimedia</del> Journalism                          | 4            |
| MEDA 469                                   | Design Thinking for Creative Leadership                                        | 3            |
| <del>PHIL 305</del>                        | <del>Philosophy of Decision Making and Dispute Resolution (discontinued)</del> | <del>3</del> |
| <del>PLAN 366</del>                        | <del>Resiliency Principles and Spatial Planning</del>                          | <del>4</del> |
| <del>PHIL 310</del>                        | <del>Ethics and Public Policy (discontinued)</del>                             | <del>3</del> |
| <del>SOC 313/ GEOG 313</del>               | <del>Agriculture and Rural Life</del>                                          | <del>4</del> |
| <del>SOC 352/ POSC 352</del>               | <del>Public Policy Analysis</del>                                              | <del>4</del> |
| <del>SOC 353</del>                         | <del>Program Evaluation</del>                                                  | <del>4</del> |
| <del>SOC 255/ ANTH 255/<br/>MACS 255</del> | <del>Introduction to Social Research</del>                                     | <del>3</del> |
| SOC 355/ ANTH 355/<br>MACS 355             | Quantitative Research Methods                                                  | 4            |
| SOC 356/ ANTH 356/<br>MACS 356             | Qualitative Research Methods                                                   | 4            |
| SOC 357                                    | Advanced Research Methods                                                      | 4            |
| <del>SOC 358</del>                         | <del>Advanced Research on a Selected Topic</del>                               | <del>4</del> |
| <del>SOC 475</del>                         | <del>Communities, Difference, and Belonging</del>                              | <del>4</del> |
| STAT 307                                   | Data Visualization                                                             | 3            |
| STAT 315                                   | Applied Regression Analysis                                                    | 3            |
| STAT 330                                   | Design of Experiments                                                          | 3            |
| STAT 350                                   | Survey Sampling                                                                | 3            |
| <del>VA 365/FILM 365/JRNL 365</del>        | <del>Documentary Video Storytelling</del>                                      | <del>3</del> |
| <del>VA 371</del>                          | <del>New Media III: Interactive Art</del>                                      | <del>3</del> |
| <del>VA 372</del>                          | <del>New Media IV: Project in New Media</del>                                  | <del>3</del> |
| VA 390                                     | Community Arts Practice                                                        | 3            |

List 2C: Sciences II

| Course   | Title                       | Credits |
|----------|-----------------------------|---------|
| AGRI 311 | Sustainable Soil Management | 3       |

|                   |                                                          |                   |
|-------------------|----------------------------------------------------------|-------------------|
| AGRI 321          | Vegetable Crop Production: Science and Practice          | 3                 |
| AGRI 323          | Fruit Crop Production: Science and Practice              | 3                 |
| AGRI 324          | Greenhouse Production: Science and Practice              | 3                 |
| AGRI 327          | Nursery Production and Propagation: Science and Practice | 3                 |
| AGRI 328          | Forage Crop Production: Science and Practice             | 3                 |
| AGRI 331          | Dairy Herd Management: Science and Practice              | 3                 |
| BIO 307           | <a href="#">Anatomy and Diversity of Plants</a>          | <a href="#">4</a> |
| BIO 310           | Conservation Biology                                     | 3                 |
| BIO 330           | Plants and Animals of British Columbia                   | 4                 |
| BIO 335/ GEOG 335 | Freshwater Ecology                                       | 4                 |
| BIO 340           | <a href="#">Population and Community Ecology</a>         | <a href="#">4</a> |
| BIO 360           | <a href="#">Insect Biology</a>                           | <a href="#">4</a> |
| BIO 370           | Introduction to Mycology                                 | 4                 |
| BIO 380           | <a href="#">Ornithology</a>                              | <a href="#">4</a> |
| BIO 390           | <a href="#">Animal Behaviour</a>                         | <a href="#">4</a> |
| BIO 408           | <a href="#">Directed Studies in Biology I</a>            | <a href="#">3</a> |
| BIO 409           | <a href="#">Directed Studies in Biology II</a>           | <a href="#">6</a> |
| BIO 410/ GEOG 410 | Plant Ecology                                            | 4                 |
| BIO 418           | <a href="#">Ethnobotany</a>                              | <a href="#">4</a> |
| BIO 421           | <a href="#">Special Topics in Applied Biology</a>        | <a href="#">4</a> |
| BIO 426           | Environmental Microbiology                               | 4                 |
| BIO 430           | Forest Ecology                                           | 3                 |
| BIO 497           | <a href="#">Topical Biology Seminar</a>                  | <a href="#">1</a> |
| ENV 321           | <a href="#">Science of Waste Management</a>              | <a href="#">4</a> |
| ENV 345           | <a href="#">Invasive Species Management</a>              | <a href="#">4</a> |
| GEOG 302          | River Geomorphology                                      | 4                 |
| GEOG 303          | Environmental Hydrology                                  | 4                 |
| GEOG 304          | Coasts and Climate Change                                | 4                 |
| GEOG 307          | Urban Climatology                                        | 4                 |
| GEOG 308          | Climate Change and Variability                           | 4                 |
| GEOG 315          | Soilscapes                                               | 4                 |
| GEOG 318          | Water Resources Management                               | 4                 |

|                   |                                      |   |
|-------------------|--------------------------------------|---|
| GEOG 319/ BIO 319 | Swamps and Bogs                      | 4 |
| GEOG 402          | Quaternary Geology and Geomorphology | 4 |
| GEOG 419/ BIO 419 | Paleoecology                         | 4 |
| IPK 477/BIO 477   | Traditional Ecological Knowledges    | 4 |

Note [1](#): No more than four credits may be in directed studies/directed readings courses.

[Note 2: Students choosing to take lower-level courses in List 2B must ensure that they still meet the prerequisites for the required upper-level courses.](#)

**Memo for Program Changes—Pt 1**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 25, 2023/ **Updated Memo: March 14, 2024**

**Subject: Updates to the Bachelor of Environmental Studies – Natural Sciences (BES-NS) Course Calendar—Changes to Course Options and Program Requirements (Pt 1 of 2)**

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

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

**Course Removals/ Additions**

- Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.
- Addition of GEOG 130 (Geography of Canada) to the List 1A (Society and Culture).
- Addition of GEOG 252 and SOC/ANTH/MACS 255 to List 2B (Professional and Research Skills).
  - Addition of “Note 2” at the end of List 2C.
- Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).
- Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).
- Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).
- Addition of BIO 307, BIO 390, and BIO 418 to List 2C (Sciences).
- Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.
- Removal from Lists 2A-2C: BUS 400, CHEM 311, CHEM 312, CHEM 412, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, VA 372, MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
- ~~Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core.~~ **[Change rescinded, March 2024. Retain as option in program]**

**Changes in Degree Requirements**

- Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.

2. Rationale for change(s):

Various changes have been made to the BES-Natural Sciences course calendar which will help students progress through the degree program with greater ease. Three new ENV courses are also being added that will enhance the relevancy and usefulness of the program. The following updates (and associated reasoning) have been made to the BES-Natural Sciences course calendar.

**Course Additions/ Removals**

- **Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.** This is a newly created course and is being added as a required course due to its highly relevant subject material to the program and to various environmental careers. The course will help prepare students for upper-level field-based courses. The course will offer the skills needed by graduates of the program that are required in their certification as Applied Science Technologist (AScT) or Certified Technician (CTech).
- **Addition of GEOG 130 (Geography of Canada) to the List 1A (Society and Culture).** This course is a part of the list under the BES, and the addition to the BES-NS was missed in earlier calendar updates.
- **Addition of two courses from the now deleted List 1C to List 2B. The two courses are GEOG 252 (Explanation in Geography: Quantitative Methods) and SOC/ANTH/MACS 255 (Introduction to Social Research).** Both GEOG 252 and SOC/ANTH/MACS 255 are important to keep as an option for students as they are highly relevant to environmental careers. They both ladder into other respective courses in the upper-level Lists.
  - **Addition of “Note 2” at the end of List 2C.** This Note 2 helps to clarify the previous point by stating that “Students choosing to take lower-level courses in List 2B must ensure that they still meet the required 45 upper-level course credits required for this degree.
- **Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).** This course is relevant to the program as it highlights the planning challenges and opportunities presented by climate change.
- **Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).** We aim to add ENV 345 into both Lists as it is an equal blend of biology-ecology and environmental management research. Students will only be allowed to count ENV 345 towards List 2B or List 2C requirements.
- **Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).** This course covers the science behind waste production, removal, and degradation. Waste is one of the most significant environmental challenges at the moment and is highly relevant to the program.
- **Addition of BIO 307, BIO 390, and BIO 418 to List 2C.** These courses provide additional options for BES-NS students to take upper-level Biology courses to fulfil their science requirements. These BIO courses relate to the environmental context, and have limited prerequisites and so BES-NS students can feasibly register for these courses given the existing structure of the BES-NS.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and each course was evaluated for their pre-requisites.** If a listed course required two or more pre-requisites that are not included elsewhere in the BES-NS, then it is now removed. This will help reduce the overwhelming amount of option for students as well as give them course options that they can more likely enroll in. The courses removed for this reason are: BUS 400, CHEM 311, CHEM 312, CHEM 412, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, and VA 372.

- **The other Lists (List 2A, 2B, and 2C) were reviewed and courses were removed that have been discontinued or are not highly relevant to environmental careers.** These include: MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
- **Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.** This was done because we developed a new course (ENV 310, Leadership in Environmental Professions) that discusses similar content to PORT 398 but does so from an environmental perspective. ENV 310 also goes a bit further with skill sets such as project management, conflict resolution, and inclusive leadership practices. ENV 310 is the best fit for the program.
- ~~Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core, and update to admission requirements. [Change rescinded, retain in program for now, pending review at a later date]~~

**Changes in Degree Requirements**

- **Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.** This was a long list of courses that were contributing differing skill sets for students. However, with the creation and requirement of ENV 212 (see above), List 1C is now redundant - students will be receiving the anticipated “professional and research” skills exclusively and consistently from ENV 212.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:  
  
The program outcomes are not changed and are only strengthened with the addition/deletion of the aforementioned courses.
  4. What consideration has been given to Indigenizing the curriculum?  
  
All new courses are developed with Indigenization in mind. For example, ENV 212, ENV 310, ENV 321, and ENV 345 all have several explicit ways of representing Indigenous knowledge, perspectives, and science into the course content. Such content as the Guardians toolkit for field data collection, Two-Eyed Seeing approaches to environmental stewardship, inclusive leadership practices, TEK regarding native species, and more are discussed and utilized in our courses.
  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 will be positively impacted in our program with a more streamlined set of course options. In particular, the addition of new ENV courses are of interest to BES/BES-NS students as well as students across campus due to their timely nature. New ENV courses are created because of urgent needs seen in municipalities, in media, and in advertised jobs. It is hoped that these changes will help increase enrolment in the program.

There are nearly 70 students in the BES/BES-NS programs, and around 15 are new to the programs this year. A conservative estimate is that about 50 students will be positively impacted by these changes.

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 Research, methods, and engagement core now has a range of 20-22 credits (instead of 19-22 credits) due to the removal of List 1C and the addition of ENV 212. The total number of courses remains the same – ENV 212 is now required instead of “one course to be taken from list 1C”.

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.)

Existing section allocations from the Science Dean’s office are being used for new ENV courses. ENV 321 and ENV 345 already ran as Special Topics courses (GEOG 300W and 300X, respectively) and were well accommodated within our PGES section allocation.

To include ENV 212 as a required course, the “take one course from List 1C” and all of List 1C was removed.

Timetabling changes include changing ENV 310 and ENV 410 to be offered “every other year” instead of its current annual offering. This was done to create more space for the new ENV courses.

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 are several course removals from the various Lists in the program. Very few (if any) BES/BES-NS students take the removed courses so impact to enrolments to those courses is expected to be negligible. There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1C. There are several options within each List – in List 1C, there were 16 courses. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.

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

**CWC comments and responses:** same comments as for the BES

**Memo for Program Changes—Part 2**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 25, 2023/ **Updated Memo: March 14, 2024**

**Subject: Updates to the Bachelor of Environmental Studies – Natural Sciences (BES-NS) Course Calendar—Admissions Requirements only (Part 2 of 2)**

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

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

**Changes in Admissions Requirements/ Language**

- Under Option 1: Secondary School entrance, change from “Prerequisites for BIO 111” to “One of the following: ([one of Life Sciences 11, Biology 11, or BIO 083 with C+ or better] and [one of Chemistry 12, CHEM 093, or CHEM 110 with C or better]) or ([one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better] and [one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with C or better]).”
- Under Option 1: Secondary School entrance, removal of “Prerequisites for CHEM 110”.
  - Revision and expansion of note: “Note 2: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher. Applicants who plan to complete additional Chemistry should also complete (Chemistry 12 or CHEM 110) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH 093, MATH 095, MATH 096, or MATH 110) while in secondary school or at UFV.”
- Under Option 1: Secondary School Entrance, removal of “Prerequisites for STAT 104 or STAT 106”.
  - Addition of Note 3: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106, and those with a full year of calculus are prepared to take STAT 270/MATH 270.
- Under Option 2: University Entrance, removal of “Prerequisites for ENGL 105 or CMNS 125”.

- Under Option 2: University Entrance, change from “Prerequisites for BIO 111” to “One of the following: ([one of Life Sciences 11, Biology 11, or BIO 083 with C+ or better] and [one of Chemistry 12, CHEM 093, or CHEM 110 with C or better]) or ([one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better] and [one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with C or better]).”
- Under Option 2: University Entrance, removal of “Prerequisites for STAT 104 or STAT 106”
- Addition of two notes to Option 2: University Entrance and to Option 2: University Entrance
  - Note 1: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher.
  - Note 2: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, STAT 106, or STAT 270). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106. Those with a full year of calculus are prepared to take STAT 270/MATH 270.
- Addition of new university entrance option: “Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.”
- Removal of other university entrance options, including for students entering following completion of: 18 credits (2.50 GPA including GEOG 103 and GEOG 111); completion of 30 credits (2.0 CGPA); 9 credits (3.0 GPA); career or technical diploma (2.50 CGPA); or 3- or 4-year degree (2.0 CGPA).
- Removal of Combined Post-Secondary/ Secondary School Option.

## 2. Rationale for change(s):

### **Changes in Admissions Requirements/ Language**

General Rationale: The following changes are being requested, following initial review of program changes at UEC with a request for further review of admissions requirements. The program engaged in consultation with the Office of the Registrar to develop streamlined entrance requirements that are more transparent and operational.

#### *Rationale for specific changes: Option 1-Secondary School entrance*

Students entering the BES-NS currently must meet the prerequisites of multiple first year courses at UFV. However, OReg noted that the preferred language is to state as entrance requirements the secondary school courses/ upgrading and 100-level course options rather than referring potential students to calendar.

- Under Option 1: Secondary School entrance, **change from** “Prerequisites for BIO 111” to “One of the following: ([one of Life Sciences 11, Biology 11, or BIO 083 with C+ or better] and [one of Chemistry 12, CHEM 093, or CHEM 110 with C or better]) or ([one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better] and [one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with C or better]).”

It was also determined that because students are not required to complete their Statistics or Chemistry requirement in the first year of study, that using pre-requisites for these courses serve as an unnecessary barrier to entry.

- Under Option 1: Secondary School entrance, removal of “Prerequisites for CHEM 110”.

- Revision and expansion of note: “Note 2: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher. Applicants who plan to complete additional Chemistry should also complete (Chemistry 12 or CHEM 110) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH 093, MATH 095, MATH 096, or MATH 110) while in secondary school or at UFV.”
- Under Option 1: Secondary School Entrance, removal of “Prerequisites for STAT 104 or STAT 106”.
  - Addition of Note 3: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106, and those with a full year of calculus are prepared to take STAT 270/MATH 270.

Most incoming BES-NS students will already meet the chemistry-part of the CHEM 110 prerequisite by virtue of meeting the BIO 111 prerequisite. They are more likely to require upgrading in MATH. By removing the CHEM 110 prerequisite as an entrance requirement, we can reduce the number of students who instead “camp out” in the BES while upgrading specifically to take CHEM 110, all the while working towards their BES-NS requirement. The suggested notes are being added to notify potential students that they will need to ensure they meet the prerequisites for these courses as part of their program planning.

The Biology entrance requirement remains because, although students are not required to take BIO 111/112 in their first year, the practical realities of trying to gain a seat in one or both of these after their first 30 credits *and* the reliance on these courses as prerequisites for others, means that students will take them in their first year.

*Rationale for specific changes: Option 2-University entrance*

- **Rationale same as above (for Option 1).** Change from “Prerequisites for BIO 111” to “One of the following: ([one of Life Sciences 11, Biology 11, or BIO 083 with C+ or better] and [one of Chemistry 12, CHEM 093, or CHEM 110 with C or better]) or ([one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better] and [one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with C or better]).”
- **Rationale same as above (for Option 1).** Under Option 2: University Entrance, removal of “Prerequisites for STAT 104 or STAT 106”
- **Rationale same as above (for Option 1).** Addition of two notes to Option 2: University Entrance and to Option 2: University Entrance
  1. Note 1: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher.
  2. Note 2: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, STAT 106, or STAT 270). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106. Those with a full year of calculus are prepared to take STAT 270/MATH 270.

- Under Option 2: University Entrance, removal of “Prerequisites for ENGL 105 or CMNS 125”.  
**Rationale:** Follows consultation with the Office of the Registrar. Students entering with prior post-secondary and who have successfully maintained the minimum GPA have already demonstrated previously their ability to complete at least some post-secondary study. Further, they are likely to already meet the prerequisite for ENG 105/ CMNS 125 prior to post-secondary, or if not, have demonstrated ability to proceed without first completing these courses or their prerequisites. Students who have not yet completed ENGL 105/ CMNS 125 as part of previous post-secondary study and who do not yet meet prerequisites to do so, should plan to complete one of the many options available to them under the English Language Proficiency requirement.
- Addition of new university entrance option: “Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.” **Rationale:** Follows consultation with the Office of the Registrar. Simplification of entrance requirements. Additional options (see next item) were overly complex, difficult to apply, and did not generate any discernible value to the learner or the program.
- Removal of other university entrance options, including for students entering following completion of: 18 credits (2.50 GPA including GEOG 103 and GEOG 111); completion of 30 credits (2.0 CGPA); 9 credits (3.0 GPA); career or technical diploma (2.50 CGPA); or 3- or 4-year degree (2.0 CGPA).
  - **Rationale:** Follows consultation with the Office of the Registrar. These variations were inconsistent (e.g., CGPA or GPA), hard to track and apply, and unnecessary from an admissions and program management perspective, particularly in the absence of evidence that the differential CGPAs at different levels of credit completed produced improved outcomes or persistence in this program overall.
- Removal of Combined Post-Secondary/ Secondary School Option. **Rationale:** This was noted by the Office of the Registrar to be an unworkable and no longer applied option.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

Not directly applicable, although reduction of barriers to entrance should serve a wider population of learners, including Indigenous learners. See Pt 1 of memo for discussion of other program changes as they relate to this question.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

The revised admissions standards will simplify and streamline language and decision-processes for students new to postsecondary and those who are transferring into the program. We know that not all learners currently enter the institution having completed the necessary Math requirements from secondary school that would allow them to directly enter when the entrance requirements include

the prerequisites to CHEM 110 and STAT 104/106, and yet these same students can and do excel in their environmental studies and science courses. The new language removes barriers to entry and reduces the likelihood of students working towards degree requirements while 'camping out' in other programs. This most frequently occurs with BES-NS students remaining enrolled in the BES while working on upgrading to enter the NS degree, but students may also be enrolled in the BA, BIS, or other programs.

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

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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.)

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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.

Not applicable; see Pt 1 of memo for discussion of other program changes as they relate to this question.

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

**CWC comments and responses:** same comments as for the BES

# Bachelor of Environmental Studies (Natural Sciences) degree

## Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note 1).
3. One of the following: (one of Life Sciences 11, Biology 11, or BIO 083 with a C+ or better) and (one of Chemistry 12, CHEM 093, or CHEM 110 with a C or better)) or (one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better) and (one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with a C or better)).
3. Prerequisites for **BIO 111**.
- Prerequisites for **CHEM 110** (See Note 2).
- Prerequisites for **STAT 104** or **STAT 106**.

Note 1: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, or IB English A (standard level or higher level), or out-of-province equivalent.

Note 2: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher. Applicants who plan to complete additional Chemistry should also complete (Chemistry 12 or CHEM 110) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH 093, MATH 095, MATH 096, or MATH 110)the prerequisites for CHEM 113 while in secondary school or through upgrading once at UFV. See CHEM 113 for the current prerequisites for this course.

Note 3: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, or STAT 106). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are

**Commented [MOU1]:** In discussion with OReg, they noted that the pre-reqs for a UFV course should be listed, rather than 'referred to', so that they are transparent to incoming students. In this case, because most new students will start or complete their BIO 1<sup>st</sup> year requirements in the first 45 credits (because of both course access issues and how the courses ladder into others in program), retaining these Bio prereqs as admissions requirement is warranted.

**Commented [MOU2]:** Remove. By virtue of meeting the BIO pre-requisite, students will already meet the chemistry-related prerequisite for CHEM 110. Some, however, may need to upgrade math. As BES-NS students are not required to complete their CHEM requirement in the first 30 credits, and so requiring it as an entrance requirement is not necessary, although recommended. Further, BES-NS students can begin completing many of their program requirements while also completing any upgrading (if needed) to complete their degree CHEM requirement. In lieu of this (and has been seen since degree's implementation), students may 'camp out' in the BES (thus, distorting enrollment numbers and planning).

**Commented [MOU3]:** While students are encouraged to complete their statistics requirements in the first year, they are not required to do so. Therefore, placing the pre-requisite as an entrance requirement is an unsupportable requirement. A note has been added below, however, to provide notice to the applicant.

**Commented [MOU4]:** Addition of new language recommending Chem 110 pre-req courses from secondary school. See earlier note as to why this is a note rather than requirement.

prepared to take STAT 106, and those with a full year of calculus are prepared to take STAT 270/MATH 270.

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

1. Prerequisites for **ENGL 105** or **CMNS 125**.
2. One of the following: (one of Life Sciences 11, Biology 11, or BIO 083 with a C+ or better) and (one of Chemistry 12, CHEM 093, or CHEM 110 with a C or better) or (one of Anatomy and Physiology 12, Biology 12, or BIO 093 with a C+ or better) and (one of Chemistry 11, Chemistry 12, CHEM 083, CHEM 093, or CHEM 110 with a C or better).
2. Prerequisites for **BIO 111**.
- Prerequisites for **CHEM 110**.
- Prerequisites for **STAT 104** or **STAT 106**.
3. Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits.
- 5.4. One of the following:
  - A minimum CGPA of 2.50 on the last 18 credits of university level courses attempted, including completion of GEOG 111 and GEOG 103, with a grade of C or better.
  - Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted.
  - Completion of a minimum of nine transferable credits in courses numbered at the 100 level and above, with a minimum CGPA of 3.00 on all credits attempted.
  - Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), calculated on all courses taken.
  - Completion of a three- or four-year Bachelor degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a

**Commented [MOU5]:** Remove. Follows conversation with OReg regarding streamlining entrance requirements and ensuring that these requirements can be applied. Listing "pre-requisites to XX [UFV Course]" is problematic in application by OReg and interpretation by student. Further, students entering with prior post-secondary and who have successfully maintained the minimum GPA have already demonstrated previously their ability to complete at least some post-secondary study. Further, they are likely to already meet the pre-req for ENG 105/ CMNS 125 prior to post-secondary, or if not, have demonstrated ability to proceed without first completing these courses or their pre-requisites. Students who have not yet completed ENGL 105/ CMNS 125 as part of previous post-secondary study and who do not yet meet pre-requisites to do so, should plan to complete on of the many options available to them under the English Language Proficiency requirement.

**Commented [MOU6]:** In discussion with OReg, they noted that the pre-reqs for a UFV course should be listed, rather than 'referred to', so that they are transparent to incoming students. In this case, because most new students will start or complete their BIO 1<sup>st</sup> year requirements in the first 45 credits (because of both course access issues and how the courses ladder into others in program), retaining these Bio prereqs as admissions requirement is warranted.

**Commented [MOU7]:** See earlier note, under Option 1, re: Chem pre-requisites. Adding to this: The most likely scenarios for transfer student moving from the BES to the BES-NS, or from 2-year environmental diplomas elsewhere. In the latter case, students may have completed a different CHEM course, or have not completed CHEM but much coursework that would count towards a BES-NS. In these cases, admission to the program would enable the students to continue working towards their degree while completing any upgrading (if needed) for CHEM and/or meeting with the program advisor to discuss use of transfer credits in program.

**Commented [MOU8]:** Remove. See earlier note, Option 1. Not aligned with program completion timeline, i.e., students must complete statistics requirement within first 30 credits. Early transfers (<30 credits) will have time to complete pre-reqs. Late transfer students who transfer in with more 45+ credits may already meet entrance for STAT 104.

**Commented [MOU9]:** Simplification of entrance requirements, following discussion with OReg. Earlier options were overly complex, difficult to apply, and did not generate any discernible value to the learner or the program. Replaced with: "Completion of 9 university level credits with a minimum CGPA of 2.00 on all attempted credits."

previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98)**.

**Commented [MOU10]:** Delete. Existing language is overly complicated, difficult to apply, and confusing to students. See previous note.

Note 1: Students in the BES-Natural Sciences degree will have to complete a Chemistry requirement (CHEM 110). Any student who has not already completed It is strongly recommended that students entering from secondary school complete one of the following: Foundations of Mathematics 11, Pre-calculus 11, Principles of Mathematics 11, Foundations of Mathematics 12, Pre-calculus 12, Principles of Mathematics 12, or any UFV MATH course numbered 085 or higher.

Note 2: Once in the BES-Natural Sciences degree, students will be required to complete a Statistics requirement (PSYC 110, STAT 104, STAT 106, or STAT 270). As a general rule, students with Mathematics 11 are prepared to take PSYC 110 or STAT 104, those with Mathematics 12 are prepared to take STAT 106. Those with a full year of calculus are prepared to take STAT 270/MATH 270.

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

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## Program outline

BES (Natural Sciences) students are required to take the following:

Environmental core: 24–30 credits

| Course                 | Title                                                  | Credits |
|------------------------|--------------------------------------------------------|---------|
| CMNS 257/ GEOG 257     | Environment: Science and Communications                | 3       |
| ENV 200                | Living in Our Watershed                                | 4       |
| ENV 310                | Leadership in Environmental Professions                | 3       |
| <del>or PORT 398</del> | <del>Portfolio I: Bridging University and Career</del> |         |
| ENV 410                | Environmental Seminar                                  | 4       |
| GEOG 111               | Environmental Issues and Strategies                    | 3       |
| GEOG 331               | Environmental Assessment and Management                | 4       |
| PHIL 318               | Environmental Ethics                                   | 3       |

|                |                                                           |     |
|----------------|-----------------------------------------------------------|-----|
| <b>One of:</b> |                                                           | 0–6 |
| COOP 110       | Co-op Work Term Performance and Report I (see Note 1)     |     |
| GEOG 412       | Environmental Geography Practicum                         |     |
|                | Demonstration of previous environmental work (see Note 2) |     |

Note 1: Students must be admitted to the [Co-operative Education](#) program in order to take COOP courses. COOP 110 is the only COOP course that may be used toward program requirements.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes is subject to program chair review. See the [BES website](#) for more details.

### Research, methods, and engagement core: 234–26 credits

| Course                         | Title                                                                                                           | Credits             |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------|
| CMNS 125                       | Communicating Professionally to Academic and Workplace Audiences                                                | 3                   |
| <b>or</b> ENGL 105             | Academic Writing                                                                                                |                     |
| <a href="#">ENV 212</a>        | <a href="#">Environmental Field and Lab Techniques</a>                                                          | <a href="#">4</a>   |
| GEOG 253                       | Introduction to Geographic Information Systems                                                                  | 4                   |
| GEOG 353                       | GIS Applications                                                                                                | 4                   |
| <b>or</b> GEOG 357/<br>BIO 357 | Conservation GIS                                                                                                |                     |
| PHIL 100                       | Reasoning: An Introduction to Critical Thinking                                                                 | 3                   |
| <b>One of:</b> (see Note 1)    |                                                                                                                 | 3–4                 |
| <a href="#">PSYC 110</a>       | Applied Statistical Analysis in Psychology                                                                      |                     |
| STAT 104                       | Introductory Statistics                                                                                         |                     |
| STAT 106                       | Statistics I                                                                                                    |                     |
| STAT 270/ MATH 270             | Introduction to Probability and Statistics                                                                      |                     |
| <b>Plus:</b>                   |                                                                                                                 |                     |
|                                | <a href="#">One course from <del>List 1C</del> (see Note 2): Professional and Research Skills (lower-level)</a> | <a href="#">3–4</a> |

**Commented [MOU11]:** Earlier version of draft changes had removed this from options. Course restored as an option pending further review of data regarding how students their statistics requirement, and what if any impact course choice has on subsequent coursework.

|  |                                                                                                         |     |
|--|---------------------------------------------------------------------------------------------------------|-----|
|  | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3-4 |
|--|---------------------------------------------------------------------------------------------------------|-----|

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

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

### Breadth requirements: 53-61 credits

| Course                      | Title                                                         | Credits |
|-----------------------------|---------------------------------------------------------------|---------|
|                             | One course from <a href="#">List 1A</a> : Society and Culture | 3-4     |
|                             | One course from <a href="#">List 1B</a> : Political Economy   | 3       |
| BIO 111                     | Introductory Biology I                                        | 5       |
| BIO 112                     | Introductory Biology II                                       | 5       |
| BIO 210                     | Introduction to Ecology                                       | 4       |
| <b>or</b> BIO 219/ GEOG 219 | Biogeography                                                  |         |
| CHEM 110                    | Introductory Chemistry (see Note 1)                           | 4-5     |
| <b>or</b> CHEM 113          | Principles of Chemistry I (see Note 1)                        |         |
| GEOG 103                    | The Physical Environment                                      | 4       |
| GEOG 201                    | Climate and People                                            | 4       |
| <b>or</b> GEOG 202          | Understanding Your Earth: Landforms and Processes             |         |
| <b>One of:</b>              |                                                               | 3       |
| AGRI 124                    | Introduction to Horticulture                                  |         |
| AGRI 163                    | Pest Biology and Identification                               |         |
| <a href="#">AGRI 203</a>    | <a href="#">Fundamentals of Integrated Pest Management</a>    |         |
| AGRI 204                    | Introduction to Soils and Soil Fertility                      |         |
| AGRI 220                    | Plants in the Landscape                                       |         |
| AGRI 237                    | Introduction to the Health of Farm Animals                    |         |
| AGRI 238                    | Equine Production and Management                              |         |
| AGRI 239                    | Management and Production of Beef, Sheep, and Goats           |         |

|                          |                                                                          |       |
|--------------------------|--------------------------------------------------------------------------|-------|
| AGRI 256                 | Management and Production of Poultry and Swine                           |       |
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a>           |       |
| <b>Plus:</b>             |                                                                          |       |
|                          | One courses from <a href="#">List 2A</a> : Society, Culture, and Economy | 3-4   |
|                          | Five courses from <a href="#">List 2C</a> : Sciences II (see Note 2)     | 15-20 |

Note 1: Students wishing to complete additional courses in Chemistry will be required to take CHEM 113 and CHEM 114. Please see calendar for prerequisites for CHEM 113. Courses in 200-level Chemistry and above are highly recommended for students continuing on into Environmental Science employment and graduate school.

Note 2: Students wishing to apply for the Professional Agriologist (P.Ag.) designation will need to take courses from this list that fits the [B.C. Institute of Agriologists'](#) definition of "agriology". These students are also encouraged to complete a sixth course from List 2C, including one or more upper-level AGRI courses.

## Elective courses

Students will also complete 7-24 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

## Thematic lists

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

### List 1A: Society and Culture

| Course   | Title                                                   | Credits |
|----------|---------------------------------------------------------|---------|
| AH 270   | Architecture and Nature: Building Between Earth and Sky | 3       |
| ANTH 268 | Culture and Environment                                 | 3       |

|                          |                                                                  |                   |
|--------------------------|------------------------------------------------------------------|-------------------|
| ENGL 215                 | Creative Writing: Creative Non-fiction                           | 3                 |
| GEOG 109/ GDS 100        | A World of Development                                           | 3                 |
| <a href="#">GEOG 130</a> | <a href="#">Geography of Canada</a>                              | <a href="#">3</a> |
| GEOG 140                 | Human Geography                                                  | 3                 |
| IPK 102                  | Introduction to Indigenous Studies                               | 3                 |
| <a href="#">MACS 130</a> | <a href="#">Introduction to Digital Media and Communications</a> | <a href="#">3</a> |
| <a href="#">MACS 210</a> | <a href="#">History of Communication</a>                         | <a href="#">3</a> |
| MACS 240                 | Media, Money, and Power                                          | 3                 |
| SOC 247                  | Culture of Capitalism                                            | 3                 |
| SOC 260/ ANTH 260        | Food for Thought: Food, Culture, and Society                     | 3                 |
| SOC 289                  | Sociology of Animals in Western Society                          | 3                 |

#### List 1B: Political Economy

| Course             | Title                        | Credits |
|--------------------|------------------------------|---------|
| ECON 100           | Principles of Microeconomics | 3       |
| ECON 101           | Principles of Macroeconomics | 3       |
| ECON 242/ GEOG 242 | Economic Geography           | 3       |

#### List 1C: Professional and Research Skills

| Course                   | Title                                                           | Credits           |
|--------------------------|-----------------------------------------------------------------|-------------------|
| <a href="#">AGRI 247</a> | <a href="#">Enterprise Project: Part I</a>                      | <a href="#">3</a> |
| <a href="#">BUS 204</a>  | <a href="#">Introduction to Non-Profit Management</a>           | <a href="#">3</a> |
| <a href="#">CHEM 241</a> | <a href="#">Analytical Chemistry</a>                            | 4                 |
| <a href="#">CIS 145</a>  | <a href="#">Web Publishing</a>                                  | <a href="#">3</a> |
| <a href="#">CMNS 180</a> | <a href="#">Introduction to Intercultural Communication</a>     | <a href="#">3</a> |
| <a href="#">CMNS 235</a> | <a href="#">Public Speaking</a>                                 | <a href="#">3</a> |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>                     | <a href="#">3</a> |
| <a href="#">COMP 120</a> | <a href="#">Computing for the Sciences</a>                      | <a href="#">3</a> |
| <a href="#">GD 157</a>   | <a href="#">Digital Design Media I</a>                          | <a href="#">3</a> |
| <a href="#">GD 159</a>   | <a href="#">Digital Design Media II</a>                         | <a href="#">3</a> |
| <a href="#">GD 202</a>   | <a href="#">Interactive Design I: Foundations in Web Design</a> | <a href="#">3</a> |

|                             |                                                |   |
|-----------------------------|------------------------------------------------|---|
| GEOG 252                    | Explanation in Geography: Quantitative Methods | 4 |
| MATH 111                    | Calculus I                                     | 4 |
| MATH 112                    | Calculus II                                    | 4 |
| MATH 118                    | Calculus II for Life Sciences                  | 4 |
| PSYC 202                    | Research Methods in Psychology                 | 4 |
| SOC 255/ ANTH 255/ MACS 255 | Introduction to Social Research                | 3 |
| VA 180                      | Digital Photography                            | 3 |
| VA 271                      | Image, Sound, and Performance Art I            | 3 |

List 2A: Society, Culture, and Economy

| Course                | Title                                                                           | Credits |
|-----------------------|---------------------------------------------------------------------------------|---------|
| AGRI 371              | <del>Sustainable Holistic Agriculture: Planning and Practices</del> Agroecology | 3       |
| BUS 400               | Business and Society                                                            | 3       |
| ECON 352              | Technological Progress and Economic Growth                                      | 3       |
| ECON 361/<br>GEOG 361 | Environmental Economics                                                         | 3       |
| GDS 332               | Refugees, Displacement, and Development                                         | 4       |
| GEOG 311              | Global Resources and Environment                                                | 4       |
| GEOG 312              | Political Ecology                                                               | 4       |
| GEOG 314              | Geography of Food                                                               | 4       |
| GEOG 340/ GDS 340     | Geographies of Development: Landscapes of Inequality                            | 4       |
| GEOG 360              | Introduction to Regional and Community Planning                                 | 4       |
| GEOG 364              | International Planning and Development Policy: Adapting to Climate Change       | 4       |
| IDS 300F              | Interdisciplinary Studies III: Planting Reconciliation                          | 3       |
| IPK 386               | Indigenous Worldviews of Turtle Island                                          | 3       |
| IPK 401               | Indigenous Worldviews and Spirituality                                          | 4       |
| PHIL 412              | Corporations, Globalization, and Ethics (formerly PHIL 312)                     | 3       |
| PSYC 364              | Environmental Psychology                                                        | 3       |
| RLST 380              | Religion, Nature, and Science                                                   | 3       |
| SOC 346               | Environmental Justice                                                           | 4       |

|                              |                                                                               |              |
|------------------------------|-------------------------------------------------------------------------------|--------------|
| SOC 348                      | Social Movements                                                              | 4            |
| <del>SOC 360/ ANTH 360</del> | <del>Eating and Thinking: Food, Identity, and Power in Global Societies</del> | <del>4</del> |
| SOC 368/ ANTH 368            | Environment and Society (formerly SOC 468/ANTH 468)                           | 4            |

List 2B: Professional and Research Skills ¶

| Course                        | Title                                                                          | Credits      |
|-------------------------------|--------------------------------------------------------------------------------|--------------|
| CMNS 300/ JRNL 300            | Introduction to the Practice of Journalism (discontinued)                      | 3            |
| CMNS 301/ JRNL 301            | Advanced Practice of Journalism                                                | 4            |
| CMNS 312                      | Public Relations Campaigns                                                     | 3            |
| CMNS 325                      | Writing for the Sciences and Technologies                                      | 3            |
| CMNS 335                      | Advanced Public Speaking                                                       | 4            |
| CMNS 360                      | Advocacy Writing                                                               | 3            |
| <del>CMNS 375</del>           | <del>Understanding Design for Print Publications</del>                         | <del>3</del> |
| <del>CMNS 380</del>           | <del>The Cross-Generational Workplace</del>                                    | <del>3</del> |
| CMNS 465                      | Grant and Proposal Writing                                                     | 3            |
| CMNS 480/ MACS 480            | Crisis Communications                                                          | 4            |
| <del>ENGL 373/ JRNL 373</del> | <del>Creative Writing: Advanced Creative Non-Fiction</del>                     | <del>4</del> |
| <del>ENV 345</del>            | <del>Invasive Species Management</del>                                         | <del>4</del> |
| <del>GEOG 252</del>           | <del>Explanation in Geography: Quantitative Methods</del>                      | <del>4</del> |
| GEOG 353                      | GIS Applications                                                               | 4            |
| GEOG 357/ BIO 357             | Conservation GIS                                                               | 4            |
| GEOG 453                      | Remote Sensing of the Environment                                              | 4            |
| GEOG 454                      | Geospatial Data Analysis and Modeling                                          | 4            |
| IPK 344/ ANTH 344/ SOC 344    | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)          | 4            |
| MEDA 469                      | Design Thinking for Creative Leadership                                        | 3            |
| <del>PLAN 366</del>           | <del>Resiliency Principles and Spatial Planning</del>                          | <del>4</del> |
| <del>PHIL 305</del>           | <del>Philosophy of Decision-Making and Dispute Resolution (discontinued)</del> | <del>3</del> |
| <del>PHIL 310</del>           | <del>Ethics and Public Policy (discontinued)</del>                             | <del>3</del> |
| <del>SOC 313/ GEOG 313</del>  | <del>Agriculture and Rural Life</del>                                          | <del>4</del> |
| <del>SOC 352/ POSC 352</del>  | <del>Public Policy Analysis</del>                                              | <del>4</del> |

|                                             |                                                        |   |
|---------------------------------------------|--------------------------------------------------------|---|
| <a href="#">SOC 353</a>                     | <a href="#">Program Evaluation</a>                     | 4 |
| <a href="#">SOC 255/ ANTH 255/ MACS 255</a> | <a href="#">Introduction to Social Research</a>        | 3 |
| SOC 355/ ANTH 355/ MACS 355                 | Quantitative Research Methods                          | 4 |
| SOC 356/ ANTH 356/ MACS 356                 | Qualitative Research Methods                           | 4 |
| SOC 357                                     | Advanced Research Methods                              | 4 |
| <a href="#">SOC 358</a>                     | <a href="#">Advanced Research on a Selected Topic</a>  | 4 |
| <a href="#">SOC 475</a>                     | <a href="#">Communities, Difference, and Belonging</a> | 4 |
| STAT 307                                    | Data Visualization                                     | 3 |
| STAT 315                                    | Applied Regression Analysis                            | 3 |
| STAT 330                                    | Design of Experiments                                  | 3 |
| STAT 350                                    | Survey Sampling                                        | 3 |
| <a href="#">VA 365/ FILM 365/ JRNL 365</a>  | <a href="#">Documentary Video Storytelling</a>         | 3 |
| <a href="#">VA 371</a>                      | <a href="#">New Media III: Interactive Art</a>         | 3 |
| <a href="#">VA 372</a>                      | <a href="#">New Media IV: Project in New Media</a>     | 3 |
| VA 390                                      | Community Arts Practice                                | 3 |

**List 2C: Sciences II**

| Course                  | Title                                                    | Credits |
|-------------------------|----------------------------------------------------------|---------|
| AGRI 311                | Sustainable Soil Management                              | 3       |
| AGRI 321                | Vegetable Crop Production: Science and Practice          | 3       |
| AGRI 323                | Fruit Crop Production: Science and Practice              | 3       |
| AGRI 324                | Greenhouse Production: Science and Practice              | 3       |
| AGRI 327                | Nursery Production and Propagation: Science and Practice | 3       |
| AGRI 328                | Forage Crop Production: Science and Practice             | 3       |
| AGRI 331                | Dairy Herd Management: Science and Practice              | 3       |
| <a href="#">BIO 307</a> | <a href="#">Anatomy and Diversity of Plants</a>          | 4       |
| BIO 310                 | Conservation Biology                                     | 3       |
| BIO 330                 | Plants and Animals of British Columbia                   | 4       |
| BIO 335/ GEOG 335       | Freshwater Ecology                                       | 4       |
| BIO 340                 | Population and Community Ecology                         | 4       |

|                                                                                                                                                                                                     |                                                   |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------|
| BIO 360                                                                                                                                                                                             | Insect Biology                                    | 4                 |
| BIO 370                                                                                                                                                                                             | Introduction to Mycology                          | 4                 |
| BIO 380                                                                                                                                                                                             | Ornithology                                       | 4                 |
| <a href="#">BIO 390</a>                                                                                                                                                                             | <a href="#">Animal Behaviour</a>                  | <a href="#">4</a> |
| BIO 410/ GEOG 410                                                                                                                                                                                   | Plant Ecology                                     | 4                 |
| <a href="#">BIO 418</a>                                                                                                                                                                             | <a href="#">Ethnobotany</a>                       | <a href="#">4</a> |
| BIO 426                                                                                                                                                                                             | Environmental Microbiology                        | 4                 |
| BIO 430                                                                                                                                                                                             | Forest Ecology                                    | 3                 |
| <a href="#">CHEM 311</a>                                                                                                                                                                            | <a href="#">Intermediate Organic Chemistry-I</a>  | <a href="#">4</a> |
| <a href="#">CHEM 312</a>                                                                                                                                                                            | <a href="#">Intermediate Organic Chemistry-II</a> | <a href="#">4</a> |
| CHEM 341                                                                                                                                                                                            | Instrumental Analysis/Applied Spectroscopy        | 4                 |
| <a href="#">CHEM 412</a>                                                                                                                                                                            | <a href="#">Special Topics in Chemistry</a>       | <a href="#">3</a> |
| <a href="#">ENV 321</a>                                                                                                                                                                             | <a href="#">Science of Waste Management</a>       | <a href="#">4</a> |
| <a href="#">ENV 345</a>                                                                                                                                                                             | <a href="#">Invasive Species Management</a>       | <a href="#">4</a> |
| GEOG 302                                                                                                                                                                                            | River Geomorphology                               | 4                 |
| GEOG 303                                                                                                                                                                                            | Environmental Hydrology                           | 4                 |
| GEOG 304                                                                                                                                                                                            | Coasts and Climate Change                         | 4                 |
| GEOG 307                                                                                                                                                                                            | Urban Climatology                                 | 4                 |
| GEOG 308                                                                                                                                                                                            | Climate Change and Variability                    | 4                 |
| GEOG 315                                                                                                                                                                                            | Soils                                             | 4                 |
| GEOG 318                                                                                                                                                                                            | Water Resources Management                        | 4                 |
| GEOG 319/ BIO 319                                                                                                                                                                                   | Swamps and Bogs                                   | 4                 |
| GEOG 402                                                                                                                                                                                            | Quaternary Geology and Geomorphology              | 4                 |
| GEOG 419/ BIO 419                                                                                                                                                                                   | Paleoecology                                      | 4                 |
| IPK 477/BIO 477                                                                                                                                                                                     | Traditional Ecological Knowledges                 | 4                 |
| Any BIO or GEOG special topics course, directed studies, or field course designated with an environmental science focus (contact the Biology department or Geography program for more information). |                                                   |                   |

Note [1](#): No more than four credits may be in directed studies/directed readings courses.

Note 2: Students choosing to take lower-level courses in List 2B must ensure that they still meet the [prerequisites for the required upper-level courses](#).

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Allyson Jule / Carolyn MacLaren (Department head or Chair of Program Working Group)

Date: November 7, 2023

**Subject: Legal Administrative Assistant Program**

Summary of changes (select all the apply):

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

1. Rationale for change(s):

Entrance Requirements

a. **Eliminated several entrance requirements:** Several requirements were removed.

- Eliminated typing 50 net words per minute
- Eliminated completion of introductory computer course or equivalent
- Eliminated Business English assessment
- Eliminated Personal interview

**Rationale:** Student success was not dependent on these entrance requirements.

b. **Revised entrance requirements statements:** Revised wording as follows:

“Applicants must meet the Degree/diploma level English language proficiency requirement.

1.Applicants may apply based on one of the following:

- B.C. secondary school graduation or equivalent; **or**
- Non-high school graduation, and 19 or older on the first day of classes.

2.Applicants may apply based on one of the following:

- One full year of administrative experience within the past two years. Applicants must submit a resume and letter from their employer confirming their position;  
**or**
- Successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to UFV’s Applied Business Technology certificate.

3. Applicants must be willing to undertake a Criminal Records Check prior to placement in the Practicum, if required by host."

**c. Two Notes Added:**

"Note 1: Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 50 net wpm".

"Note 2: Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program."

**Note 1 Rationale for Eliminating Typing Requirement as an entrance requirement to the LAA program and as a graduation requirement:** The removal of the typing requirement, informed by research on job postings and feedback from practicum hosts, reflects the evolving technological landscape in workplaces. Due to varying expectations among employers regarding typing speed, not all companies mandate a specific speed for employment. Removing the typing test requirement enhances accessibility for students with disabilities who may not meet the typing speed threshold. We will still provide a typing course for students seeking to improve their speed for future job opportunities.

**Note 2 Rationale for adding computer skill literacy:** Students have had more success right at the start of the program when they have experience with digital technology/computer skills.

How to Apply

- a. **Removed Section:** The section "Additional documents required for a complete application" was removed because requirements were already stated in the Entrance requirements section.

Program Outline

- a. **Revised program outline statement:** Revised wording as follows:  
 "This is a seven-month, full-time program, that may be offered online or in a hyflex format. Any in-person instruction takes place at the Clearbrook Centre in Abbotsford. The practicum follows directly after successful completion of the theory components and is held at various locations throughout the Fraser Valley and Lower Mainland."  
**Rationale:** Wording revised to accurately reflect current length and delivery model of program, while allowing for flexibility in delivery model going forward with hyflex option.

Program requirements

- a. **Revised program requirements statement:** Revised wording as follows:  
 "Students will be evaluated for each module in the program on classroom participation, assignments, study projects, and examinations.

Students must maintain a cumulative GPA of 4.0 (A average) in all theory modules to be eligible for practicum. Students must successfully complete all theory components prior to practicum placement."

**Rationale:** Wording revised to more clearly state program requirements.

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

Program outcomes have not been changed.

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

The curriculum has not been changed.

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

No additional resources are required and there are no additional costs.

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

Students will experience fewer encumbrances to entry into the program. The typing course will still be offered to students who are interested in taking it.

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

There are no changes to the required core or elective credits.

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

The typing course is already offered throughout the year and will continue to be offered as an optional course and students can still take the typing test through UFV Assessment Services.

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

There are no required or elective courses needed from other disciplines.

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

There are no budgetary implications for these changes.

**CWC comments:**

- The note in the entrance requirements regarding typing skills does not belong in the calendar, although this could be included on the department website and/or promotional materials.
- Graduation requirements section should be further clarified. What does "successfully complete both theory and practicum" mean?

## Legal Administrative Assistant certificate

This advanced program is intended for experienced office workers who wish to increase their career options or candidates with successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to the UFV Applied Business Technology certificate. This comprehensive, five-month, full-time program prepares students for employment in a variety of organizations including: law firms, real estate companies, financial institutions, law enforcement agencies, correctional institutions, and government agencies such as court services and Crown Counsel offices.

Upon completion, graduates will be familiar with the use of legal vocabulary, able to perform legal administrative duties and procedures in all the specialty areas, and able to apply principles of organizational and priority setting. Upon successful completion of the theory component, students will be placed in a practicum setting.

### Entrance requirements

~~Grade 12 or equivalent (please submit a copy of transcripts).~~

- ~~2. 50 wpm minimum typing speed (attach copy of certification).~~
- ~~3. Completion of an introductory computer course or equivalent experience, and proficiency in Microsoft Word.~~
- ~~4. One of the following:~~
  - ~~o One full year of administrative experience within the past three years; or~~
  - ~~o Successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to UFV's Applied Business Technology certificate (please submit a copy of certificate).~~
- ~~5. A Business English assessment test score of at least 55%. Assessment administered by Continuing Education.~~
- ~~6. Personal interview.~~
  - ~~1. Applicants must meet the Degree/diploma level English language proficiency requirement.~~
  - ~~2. Applicants may apply based on one of the following:~~
    - ~~o B.C. secondary school graduation or equivalent; or~~
    - ~~o Non-high school graduation, and 19 or older on the first day of classes.~~
  - ~~3. Applicants may apply based on one of the following:~~
    - ~~o One full year of administrative experience within the past two years. Applicants must submit a resume and letter from their employer confirming their position; or~~
    - ~~o Successful completion, within the past two years, of a business office training program at the post-secondary level, equivalent to UFV's Applied Business Technology certificate.~~
  - ~~4. Applicants must be willing to undertake a Criminal Records Check prior to placement in the Practicum, if required by host.~~
  - ~~7. Willingness to undergo a criminal record check.~~

~~A 500-word paragraph outlining interest in the program.~~

**Commented [CP1]:** Removed tracked changes and replace with approved statement by O'Reg.

Note 1: Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 50 net w.p.m.

Note 2: Applicants are expected to have foundational digital literacy/computer skills to ensure they have the skills necessary for success in the program.

## **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

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

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

- ~~— 50 net wpm typing speed (attach copy of certification).~~
  - ~~— Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFW from the originating institution; see the [Transfer Credit](#) section for details.~~
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. Full [tuition](#) is due at the time of registration.

## **Fees and additional costs**

Please see the [Continuing Education](#) webpage for current fee information. See the [Fees and Other Costs](#) section for additional information.

## **Financial aid**

Financial aid is available from a variety of sources. For more information, contact the [Financial Aid and Awards](#) office at either the Abbotsford or Chilliwack campus. A variety of bursary applications are also available from the Financial Aid and Awards offices.

## **Dates and location**

This is a ~~five~~<sup>seven</sup>-month, full-time program, that ~~runs Monday to Friday, 8:30 am - 3 pm~~ may be offered online or in a hyflex format. Any ~~C~~classroom instruction takes place at the Clearbrook Centre in Abbotsford. The practicum follows directly after successful completion of the theory components and is held at various locations throughout the Fraser Valley ~~and Lower Mainland~~.

## **Program outline**

The program is divided into seven ~~modules~~ ~~units~~ as listed below. The first module is an overview of general legal procedures, five cover the specialty areas of law, and the last module is the practicum.

**Introduction to legal office procedures**

- The legal system
- The legal administrative assistant
- Office systems
- Basic legal documents

**Litigation**

- Commencing civil procedures
- Service and interlocutory applications
- Pretrial procedures
- Trial procedures
- Collections

**Corporate law**

- The nature of business
- Incorporation for B.C. non-reporting companies
- Post-incorporation procedures
- General corporate procedures

**Wills and estates**

- Wills and codicils
- Letters of probate
- Letters of administration
- Transmission and distribution procedures

**Conveyancing**

- Introduction to conveyancing
- Preliminary conveyancing procedures
- Final conveyancing procedures

**Divorce and family law**

- Introduction to family law
- Undefended divorce procedures
- Defended divorce procedures
- Supplementary applications
- Provincial and Supreme Court adoptions

### **Practicum**

The practicum must be taken immediately following the six theory modules.

### **Program requirements**

Students will be evaluated for each ~~module~~<sup>unit</sup> in the program on classroom participation, assignments, study projects, ~~practicum~~, and ~~by~~ examinations.

Students must maintain a ~~grade percentage~~<sup>cumulative GPA</sup> of ~~85% and an attendance record of 90% in 4.0 (A average) each in all theory~~ modules to be eligible for practicum. Students must successfully complete all theory components prior to practicum placement.

### **Graduation requirements**

To be eligible to graduate, students must successfully complete both theory and practicum.

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Allyson Jule / Carolyn MacLaren (Department head or Chair of Program Working Group)

Date: November 7, 2023

**Subject: Nursing Unit Clerk Program**

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

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

2. Rationale for change(s):

- a. **Typing Test Eliminated:** Elimination of typing 30 net words per minute as an entrance requirement.
- b. **Statement Removed:** Elimination of 40 words per minute typing speed as a requirement for graduation from the program.
- c. **Statement Removed:** Successful completion of the Nursing Unit Clerk assessment (see Note 2).
- d. **Note 1 Removed:** Continuing Education is no longer offering typing assessments. Students wishing to undergo a typing assessment can reach out to UFV's Assessment Services department, where they will handle and process typing assessment requests from students.
- e. **Note 1 Added:** "Applicants will not be tested on their typing skills upon program entrance; however, to gain employment in the industry, graduates may be expected to have a minimum of 40 net wpm".
- f. **Note 2 Removed:** Note 2: Once all other entrance requirements have been successfully submitted, the Program Coordinator will email the time and date of the assessment.

**Rationale for eliminating the typing requirement as an entrance requirement to the NUC program and as a graduation requirement:** The removal of the typing requirement, informed by research on job postings and feedback from practicum hosts, reflects the evolving technological landscape in workplaces. Due to varying expectations among employers regarding typing speed, not all companies mandate a specific speed for employment. Removing the typing test requirement enhances accessibility for students with disabilities who may not meet the typing speed threshold. We will still provide a typing course for students seeking to improve their speed for future job opportunities.

**Rationale for eliminating the Nursing Unit Clerk Assessment:** The NUC Assessment was paused during COVID and there is no benefit to reinstating it. Its removal also takes away a barrier to admission for applicants.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:  
Program outcomes have not been changed.
4. What consideration has been given to Indigenizing the curriculum?  
The curriculum has not been changed.
5. Will additional resources be required? If so, how will these costs be covered?  
No additional resources are required and there are no additional costs.
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 experience fewer encumbrances to entry into the program. The typing course will still be offered to students interested in taking it.
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?  
There are no changes to the required core or elective credits.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)  
The typing course has already been offered throughout the year and will continue to be offered as an optional course. Students can still take the typing test through UFV Assessment Services.
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 are no required or elective courses needed from other disciplines.
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 these changes.

**CWC comment:**

- The note in the entrance requirements regarding typing skills does not belong in the calendar, although this could be included on the department website and/or promotional materials.

## **Nursing Unit Clerk certificate**

This certificate program is designed to prepare students to work as nursing unit clerks.

Recommended characteristics for successful Nursing Unit Clerks:

- Patience and composure under stress
- Concern for the welfare of others
- Previous hospital experience (may include volunteer work)
- Ability to work under close direction as part of a health care team
- Ability and willingness to do shift work
- Communication and people skills, diplomatic front-line people

## **Program learning outcomes**

The goal of the program is to provide students with the knowledge and skills to perform the duties required of a nursing unit clerk.

Upon successful completion of the Nursing Unit Clerk certificate, students will be able to:

- Employ effective communication strategies with patients, visitors, and other ~~members of the health care team~~ healthcare team members.
- Explain the organizational structure and the functions of the various departments of a hospital.
- Prioritize workload while applying effective strategies to work in a fast-paced environment.
- Identify and apply the correct procedure for processing orders and requests, including admissions, discharges, and transfers.
- Demonstrate clerical duties related to the hospital nursing unit and patient records.
- Identify, pronounce, and accurately spell the names of commonly used medical terms and medications.
- Work collaboratively as part of the health care team while contributing to patient-centred care.
- Identify and explain protocols to comply with the general hospital code of ethics and confidentiality.

## **Entrance requirements**

- ~~1. B.C. secondary school graduation (or equivalent) or minimum 19 years of age before the first day of classes.~~
- ~~2. Proficient in the use of the English language as evidenced by one of the following:~~
  - ~~○ English Studies 12 or English First Peoples 12 (see Note), with a C or better~~

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

- ~~○ Four credits of English Language Arts 11 or English 11, with a C+ or better~~
- ~~○ Communications 12 with A or better~~
- ~~○ ENGL 081 with a C+ or better~~
- ~~○ ENGL 091 with a C or better~~
- ~~○ EAP 084 with a C+ or better~~
- ~~○ UFV CPT (Composition Placement Test) with a score of 41 or higher~~
- ~~○ Canadian Language Benchmark placement test (CLBPT) Level 8 overall with no skill less than 7.~~

1. Applicants must meet the Degree/diploma level English language proficiency requirement.
2. Applicants may apply based on one of the following:
  - B.C. secondary school graduation or equivalent; or
  - Non-high school graduation, and 19 or older on the first day of classes.
3. A minimum typing speed of 30 words per minute (applicants may take the UFV CE keyboarding assessment) (See Note 1).
4. Successful completion of the Nursing Unit Clerk assessment (see Note 2).

Note 1: 40 wpm typing speed is required for graduation from the program and employment within Fraser Health. Applicants will not be tested on their typing skills upon program entrance; however, to gain employment in the industry, graduates may be expected to have a minimum of 40 net w.p.m.

Note 2: Once all other entrance requirements have been successfully submitted, the Program Coordinator will email the time and date of the assessment. Note 2: Applicants must possess basic computer skills and accurate spelling, grammar, and punctuation skills.

## **Other requirements**

1. Submission of a satisfactory criminal record check.
2. Submission of a health assessment signed by a health professional indicating mental and emotional wellness (form will be provided).

## **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

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

2. Attach all required documentation and return completed registration package to the Office of the Registrar (OReg).
3. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. Full [tuition](#) is due at the time of registration.

## **Basis for admission decision**

Applicants are considered once all required documentation has been received and their application is complete. As space in the program may be limited, admission will be offered in the order of application completion date.

~~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.~~

...

## **Graduation requirements**

To be eligible to graduate, students must successfully complete all courses with a minimum grade of 80%.

~~Students must attain a typing speed of 40 wpm.~~

In addition, students must complete courses within three years of program start. See the [Graduation](#) section of the calendar for more information.

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Allyson Jule / Carolyn MacLaren (Department head or Chair of Program Working Group)

Date: October 25, 2023

**Subject: Program change – Paralegal Certificate**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: Revision and reorganization of the Calendar Copy for clarity. Some categories were added based on the calendar copy template.

2. Rationale for change(s):

**Paralegal certificate**

**a. Introductory paragraph Changed:**

**Rationale:** Simplified paragraph to provide most pertinent information.

**b. Removed statement:** “Courses are delivered online and face to face (classes are scheduled during the evenings and weekends) and in hybrid schedules.”

**Rationale:** Information about program delivery was moved to the section **Location** because the program introduction does not require information about the delivery method.

**Entrance Requirements**

**c. Statement Added to No.1** – Removed “For details on how this requirement may be met, see the English language proficiency requirement section of the calendar”.

**Rationale:** Not required.

**d. CMNS 125 Eliminated:** CMNS 125 is not necessary as a program entrance requirement.

**Rationale:** The English language requirement is already specified in the entrance requirements section and, therefore, it is not necessary to require CMNS 125.

**e. Statements Revised for No.2 & No.3:** Entrance requirement statements were revised.

**Rationale:** Revised for clarity and improved coherence.

- f. **No. 3 Typing Test Eliminated:** Eliminated typing 60 net words per minute (w.p.m) as an entrance requirement.  
**Rationale:** This change, informed by research on job postings and feedback from practicum hosts, reflects the evolving technological landscape in workplaces which includes the proliferation of drop-down menus and voice activated software. Due to varying expectations among employers regarding typing speed, not all employers mandate a specific speed for employment. Removing the typing test requirement removes a barrier for students with disabilities who may not meet the 60 w.p.m. threshold and who may not require it for employment. We will still provide a typing course for students seeking to improve their speed for future job opportunities.
- g. **Note Added:** “Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 60 net words per minute”.

**How to Apply**

- h. **Revised Statement:** Removed section “Additional documents required for a complete application;”.  
**Rationale:** This paragraph is not required. Some information is redundant. It is included in the “Entrance requirements” section.
- i. **Removed Statement:** Removed the typing requirement because the requirement has been eliminated. (See b.)

**Basis for admission decision**

- j. **Statement Revised:** The statement was reworded for clarity and coherence.

**Fees and additional costs**

- k. **Statement Revised:** The statement was reworded and updated links were added to UFV’s tuition and fees webpages.

**Program Duration**

- l. **Revised Statement:** Removed information about course delivery and added number of credits required for the certificate.  
**Rationale:** This statement was removed because this section does not require information about the delivery method for courses. A paraphrased statement about course delivery was added to the section **Location** instead. The revised statement provides a more accurate depiction of the duration of our program.

**Location**

- m. Location Revised:** The statement “The program is located at the Clearbrook Centre in Abbotsford.” was replaced by a more program-relevant statement. A link was also added for the Timetable so applicants can see delivery modes for the current courses being offered.
- Rationale:** Currently, courses are offered online. Prior to COVID courses were offered in-person at the Clearbrook Campus. The revision gives CE flexibility to determine how courses are offered going forward (based on program requirements and students).

#### **Program Outline**

- n. Added statement and link:** The section **Course Listings** was moved from the latter part of the Calendar Copy to this section.
- Rationale:** The purpose was to consolidate all course information into a single section. The link goes to the “Paralegal certificate course descriptions” webpage. The webpage will also provide the delivery mode for each course, which may be an important factor for students.

#### **Program regulations**

- o.** The heading was changed to **Program regulation** and the following sub-headings are included in this section.
- a. Continuance Sub-Heading Changed:** The heading “Continuance” was changed to “Continuance and probation” to match that in the Calendar Copy Template.
- 1. Statement Revised:** The statement was revised to clarify the GPA requirements that are specific to the Paralegal certificate program.
  - 2. Statement Removed:** “Students in Good Academic Standing will have no registration limits placed on them”.
- Rationale:** (1) Although students will not have registration restrictions, this statement is not necessary for the paralegal program because the following statement (already included) provides the information needed: “Students on Academic Warning or Academic Probation are limited to registering in 10 credits”. (2) Additionally, the statement is not an accurate based on the current registration process.
- (iii) Statement Deleted:** Removed: “Students whose GPA fall below 2.00 will be required to withdraw from the program.”
- Rationale:** The last statement in this section was deleted because it no longer applies to this program.
- p. Course Repetition Section Added:** Added UFV’s policy for repeating courses.
- Rationale:** This section was added because it is important for students to know what the expectations are for repeating a course and it aligns with UFV’s current policy.
- q. Readmission Statement Added:** Added this section to clarify the re-entry timeframe for students who leave the program and want to return.
- Rationale:** Based on the part-time option for this program students complete the program within three years, and should they want to return they must do so within the three-year period.

3. **Residency Statement Revised:** The statement was reworded for clarity without altering the original meaning.

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

Program outcomes have not been changed.

- c. What consideration has been given to Indigenizing the curriculum?

The curriculum has not been changed.

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

No additional resources are required and there are no additional costs.

- e. 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 experience fewer encumbrances to entry into the Paralegal Certificate program. The typing course will still be offered to students who are interested in taking it. The removal of CMNS 125 will remove that barrier to entry.

- f. 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?

There are no changes to the required core or elective credits.

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

The typing course is already offered throughout the year and will continue to be offered as an optional course and students can still take the typing test through UFV Assessment Services.

- h. 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 are no required or elective courses needed from other disciplines.

- i. 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 these changes.

**CWC comment:**

- Entrance requirements for the certificate and the Diploma are the same. This is unusual as completion of the certificate is a pathway to the diploma.

## Paralegal certificate

This certificate program delivers employment-focused education and professional training to prepare students to work immediately as entry-level paralegals. Upon successful completion of the Paralegal certificate, graduates will be fully qualified to work as entry-level paralegals in the province of B.C., and to acquire membership in the B.C. Paralegal Association. ~~Non-certificate students who successfully complete elective courses will broaden their knowledge and advance their career opportunities.~~

~~The eight courses plus experience provide the necessary foundation and fundamental skill set to begin work as a paralegal in B.C. Elective courses, a cross-disciplinary selection, focus on different areas of law including:~~The topics covered include family, commercial, criminal, property, insurance, and litigation.

~~The Paralegal certificate is delivered via in-class and online courses. Students can choose to do the entire program by either method or choose a combination of both methods. There will also be opportunities for students to engage in not-for-credit field-trip activities, industry-related events, and ongoing work in the community.~~

The certificate ladders into the [Paralegal diploma](#). All courses in the certificate ~~transfer for credit~~can be applied towards the completion of a Paralegal diploma, into the diploma program.

## Entrance requirements

~~1. B.C. secondary school graduation or equivalent. Non-graduates, aged 19 or older, may be considered on an individual basis.~~

~~2. Prerequisites for CMNS 125.~~

~~1. 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.~~

~~2. Applicants may apply based on one of the following:~~

- ~~o B.C. secondary school graduation or equivalent; or~~
- ~~o Non-high school graduation, and 19 or older on the first day of classes.~~

~~3. One of the following:~~

~~3. Applicants may apply based on one of the following:~~

- ~~o Successful completion at the post-secondary level, within the past two years, of a Legal Administrative Assistant certificate program that includes a practicum; or~~
- ~~o Two years' legal administrative experience and current employment in a law firm. Applicants must submit a resume and letter from their employer confirming their position.~~

~~Current employment in a law firm, with a minimum of two years administrative assistance experience and proof of 60 wpm typing speed (attach copy of certificate).~~

Note: Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 60 net wpm.

**Commented [CP1]:** Removed tracked changes and replace with approved statement by O'Reg.

## When to apply

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## How to apply

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

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

- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFPV from the originating institution; see the [Transfer Credit](#) section for details.
  - Students who have not completed a legal administrative assistant program in the last two years will be asked to submit the following items in addition to their transcript:
    - A letter from their employer that confirms the required two years legal administrative assistance experience and current employment in a law firm.
    - An up-to-date résumé.
    - Proof of 60 wpm typing speed.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

## Basis for admission decision

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.

Applicants are considered once all required documentation has been received and their application is [considered complete](#). As space in the program may be limited, admission will be offered in the order of application completion date.

## Fees and additional costs

Please see [Program-specific tuition and fees](#) the [Continuing Education](#) webpage for current fee information. See the [Fees and Other Costs](#) section for additional information. [current tuition and fee information](#).

All [tuition fees that fees which](#) total more than \$100 in a calendar year are fully tax deductible. [Books that are required for individual courses are available in the UFPV bookstore.](#)

## Program duration [and total number of credits](#)

The Paralegal certificate is one to three years in duration and is completed in a part-time capacity. [Courses are delivered online and face-to-face \(classes are scheduled during the](#)

~~evenings and weekends) and in hybrid schedules. The Paralegal certificate is a 24-credit, part-time program that can be completed in one to three years.~~

## **Location**

~~The Courses may be delivered in hybrid, in-person, or online format. See **Timetables** for course delivery format. program is located at the Clearbrook Centre in Abbotsford.~~

## **Program outline**

### **Core courses: 12 credits**

| Course   | Title                        | Credits |
|----------|------------------------------|---------|
| PRLG 100 | Introduction to Law          | 3       |
| PRLG 150 | Contracts I                  | 3       |
| PRLG 210 | Torts I                      | 3       |
| PRLG 230 | Legal Research and Writing I | 3       |

### **Elective courses: 12 credits**

| Course          | Title                            | Credits  |
|-----------------|----------------------------------|----------|
| <b>Four of:</b> |                                  | 12       |
| PRLG 120        | Family Law                       | <u>3</u> |
| PRLG 125        | Criminal Law and Procedures I    | <u>3</u> |
| PRLG 130        | Intellectual Property Law        | <u>3</u> |
| PRLG 135        | Wills and Probate Administration | <u>3</u> |
| PRLG 140        | Property Law                     | <u>3</u> |
| PRLG 155        | Corporate and Commercial Law     | <u>3</u> |
| PRLG 200        | Litigation I                     | <u>3</u> |
| PRLG 205        | Insurance Law                    | <u>3</u> |

## **Undergraduate continuance-Program regulations**

### **a. Continuance and probation**

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

~~Program continuance~~

~~Students whose GPA fall below 2.00 will be required to withdraw from the program.~~

**b. Course repetition**

~~Students may choose to repeat courses to enhance skills and learning or to improve their grade and/or their UFV grade point average. To maximize student success and enhance access to courses for all students, UFV sets a limit on the number of times students may attempt a given course. A student may not register in a UFV course more than twice without permission of the department head/director for the discipline, or their designate.~~

**c. Readmission**

~~Students who wish to return to complete the program must do so within three years. Readmission will be subject to program and space availability.~~

**a.d. Residency**

Students must complete a minimum of at least 75% of the required program credits ~~required~~ at UFV.

**b.e. Graduation requirements**

To be eligible to graduate, students must successfully complete all courses with a minimum cumulative GPA of 3.00 (B average).

**e.f. Maximum length of time to complete program**

Students must complete ~~all the four core~~ courses ~~and four electives~~ within three years.

**Memo for Program Changes**

To: Faculty of Education, Community and Human Development Curriculum Committee

From: Allyson Jule / Carolyn MacLaren (Department head or Chair of Program Working Group)

Date: October 27, 2023

**Subject: Program change – Paralegal Diploma**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: Revision and reorganization of the Calendar Copy for clarity. Some categories were added based on the calendar copy template.

## 2. Rationale for change(s):

**Entrance Requirements**

- a. **Statement Reworded to No.1** – Reworded English language requirement statement.  
**Rationale:** For specificity
- b. **CMNS 125 Eliminated:** CMNS 125 is not necessary as a program entrance requirement.  
**Rationale:** The English language requirement is already specified in the entrance requirements section and, therefore, it is not necessary to require CMNS 125.
- c. **Statements Revised for No.3:** The statement about completing the Legal Administrative Assistant certificate before acceptance was revised for clarity.  
**Rationale:** Revised for clarity and improved coherence.
- d. **No. 3 Typing Test Eliminated:** Eliminated typing 60 net words per minute (w.p.m) as an entrance requirement.  
**Rationale:** This change, informed by research on job postings and feedback from practicum hosts, reflects the evolving technological landscape in workplaces. Due to varying expectations among employers regarding typing speed, not all companies mandate a specific speed for employment. Removing the typing test requirement enhances accessibility for students with disabilities who may not meet the 60 w.p.m. threshold. We will still provide a typing course for students seeking to improve their speed for future job opportunities.
- e. **Security Check Revised:** “security records check” was changed to “Criminal Records Check” and statement wording revised.
- f. **500-Word Paper Eliminated:** The requirement for students to prepare a 500-word paper for entry into the paralegal diploma program is not necessary for assessing a student’s ability to

succeed in the program. This is based on the success and experience of our students to date.

- g. **Interview Requirement Removed:** No longer required.
- h. **Note 1 Added:** “Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 60 net words per minute”.

#### **How to apply**

- i. **Section Removed:** “Additional documents required for a complete application:”  
**Rationale:** Information is redundant.
  - (i) **500-Word Paper Eliminated:** The requirement for students to prepare a 500-word paper for entry into the paralegal diploma program is not necessary for assessing a student’s ability to succeed in the program. This is based on the success and experience of our students to date.

#### **Basis for admission decision**

- j. **Statement Revised:** The statement was reworded for clarity and coherence.

#### **Fees and additional costs**

- k. **Statement Revised:** The statement was reworded and updated links were added to UFV’s tuition and fees webpages.
- l. **Added Statement:** Statement was added stating tuition is tax deductible. This is information for prospective students.  
 “All tuition fees that total more than \$100 in a calendar year are fully tax deductible.”

#### **Program duration**

- m. **Statement Revised:** Removed information about course delivery and added number of credits required for the diploma.  
**Rationale:** Statement was removed because this section does not require information about the delivery method for courses. A paraphrased statement about course delivery was added to the section **Location** instead. The revised statement provides a more accurate depiction of the duration of our program.

#### **Transfer credit**

- n. **Section “Transfer credit” Section Removed**  
**Rationale:** Transfer credit refers to transfer of credit between institutions and does not relate to the program requirements.

#### **Location**

- o. **Location Revised:** The statement “The program is located at the Clearbrook Centre in Abbotsford.” was replaced by a more program-relevant statement. A link was also added for the Timetable so applicants can see delivery modes for the current courses being offered.  
**Rationale:** Currently, courses are offered online. Prior to Covid courses were offered in-person at the Clearbrook Campus. The revision gives CE flexibility to determine how courses are offered going forward (based on program requirements and students).

**Program outline**

- p. **Added statement and link:** The section **Course Listings** was moved from the latter part of the Calendar Copy to the Program Outline section.

**Rationale:** The purpose was to consolidate all course information into a single section. The link goes to the "Paralegal certificate course descriptions" webpage. The webpage will also provide the delivery mode for each course, which may be an important factor for students.

**Program regulations**

The heading was added **Program regulation** and the following sub-headings are included in this section.

- a. **Undergraduate Continuance Heading Changed:** The heading "Undergraduate Continuance" was changed to "Continuance and probation" to match that in the Calendar Copy Template.

- (i) **Statement Removed:** "Students in Good Academic Standing will have no registration limits placed on them".

**Rationale:** (1) Although students will not have registration restrictions, this statement is not necessary for the paralegal program because the following statement (already included) provides the information needed: "Students on Academic Warning or Academic Probation are limited to registering in 10 credits".

(2) Additionally, the statement is not an accurate based on the current registration process.

- (iii) **Statement Revised:** The last statement in this section was revised to read:

"Students must achieve a minimum cumulative GPA of 3.00 (B average) in all courses to be eligible to take the practicum."

**Rationale:** This statement more accurately states what is required before students can take the practicum.

- b. **Course Repetition Section Added:** Added UFV's policy for repeating courses.

**Rationale:** This section was added because it is important for students to know what the expectations are for repeating a course and it aligns with UFV's current policy.

- c. **Readmission Statement Revised:** Paragraph was reworded for clarity.

- d. **Residency Revised:** Paragraph was reworded for clarity.

- e. **Graduation requirements Statement Revised:** Removed the requirement to have a B grade in every course in the program. However, students but must have a cumulative B average (3.0 GPA) to graduate.

- f. **Maximum length of time to complete program Added:** This section was included to inform students about the duration within which they must complete the entire program.

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

Program outcomes have not been changed.

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

The curriculum has not been changed.

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

No additional resources are required and there are no additional costs.

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 experience fewer encumbrances to entry into the Paralegal Certificate program. The typing course will still be offered to students who are interested in taking it. The removal of CMNS 125 will remove that barrier to entry.

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?

There are no changes to the required core or elective credits.

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

The typing course is already offered throughout the year and will continue to be offered as an optional course and students can still take the typing test through UFV Assessment Services.

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 are no required or elective courses needed from other disciplines.

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 these changes.

## Paralegal diploma

In this program, students will study the basic foundations and structure of the Canadian legal system and become familiar with litigation and legal research processes. In addition, students will develop skills in computer programs as they apply to the practice of law. Students will also acquire fundamental knowledge about the formation of contracts, breach of contracts, and remedies for the breach of contracts and will become familiar with the terminology, policies, and procedures applied to estate planning, wills, trusts, estate taxes, estate sales, and joint tenancy.

Family and criminal law are other principal subjects that will be covered in this program. Family law specializes in divorce, separation, custody, adoption, guardianship, and community property. Criminal law covers statutory crimes and punishment, crime classification, determining guilt, and basic criminal procedure concepts.

UFV also offers a [Paralegal certificate](#) program.

## Entrance requirements

- ~~1. B.C. secondary school graduation or equivalent. Non-graduates, aged 23 or older, may be considered on an individual basis.~~
- ~~2. Prerequisites for CMNS 125.~~
  - ~~1. Applicants must meet the Degree/diploma level English language proficiency requirement.~~
  - ~~2. Applicants may apply based on one of the following:~~
    - ~~o B.C. secondary school graduation or equivalent; or~~
    - ~~o Non-high school graduation, and 19 or older on the first day of classes.~~
  - ~~3. 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.~~
  - ~~3. Applicants may apply based on one of the following:~~
    - ~~o Successful completion at the post-secondary level, within the past two years, of a Legal Administrative Assistant certificate program that includes a practicum; or~~
    - ~~o Two years' legal administrative experience and current employment in a law firm. Applicants must submit a resume and letter from their employer confirming their position.~~

~~One of the following:~~

~~Successful completion at the post-secondary level, and within the past two years, of a Legal Administrative Assistant certificate program that includes a practicum; or~~

~~Two years legal administrative experience and current employment in a law firm, and proof of 60 wpm typing speed (attach copy of certificate).~~

~~4. Applicants must be willing to undertake a Criminal Records Check prior to placement in the Practicum, if required by host. Willingness to undergo a security records check for practicum purposes.~~

~~A 500-word written statement outlining applicants' reasons for wanting to take the program.~~

Commented [CP1]: Removed tracked changes and replace with approved statement by O'Reg.

~~Satisfactory interview with instructor(s). Applicants should be prepared to discuss their career goals and knowledge of the field and are expected to demonstrate appropriate interpersonal and life skills.~~

~~Note 1: Applicants will not be tested on their typing skills upon program entrance, however, to gain employment in the industry graduates may be expected to have a minimum of 60 net words per minute.~~

## **When to apply**

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See [Continuous application process](#) for more information.

## **How to apply**

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

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

~~• 500 word written statement as outlined in the entrance requirements.~~

~~• Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.~~

~~• A letter from employer and an up-to-date résumé.~~

2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

## **Basis for admission decision**

~~Applicants are considered once all required documentation has been received and their application is [considered](#) complete. As space in the program may be limited, admission will be offered in the order of application completion date.~~

~~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.~~

## **Fees and additional costs**

~~Please see the [Program-specific tuition and fees](#) webpage for current fee information and. See the [Fees and Other Costs](#) section for additional current tuition and fee information. This program will not normally be eligible for financial aid.~~

~~All tuition fees that total more than \$100 in a calendar year are fully tax deductible.~~

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

The program can be taken in a part-time or full-time format and must be completed within 5 years.

This two-year diploma program will be offered two days a week (early evenings) plus a Saturday for 11 months per year, followed by a six month practicum.

## **Transfer credit**

Graduates of the Paralegal diploma program will be granted nine credits (including credit for CRIM 230) towards the Criminal Justice program. Please contact the School of Criminology and Criminal Justice for more information.

## **Location**

The program is located at the Clearbrook Centre in Abbotsford. The Paralegal diploma may be offered in a hybrid, in-person, or online format. See **Timetables** for course delivery format.

## **Program outline**

**Program requirements: 75 credits**

| <b>Course</b> | <b>Title</b>                                                     | <b>Credits</b> |
|---------------|------------------------------------------------------------------|----------------|
| PRLG 100      | Introduction to Law                                              | 3              |
| PRLG 105      | Legal Office Procedures                                          | 1.5            |
| PRLG 110      | Information Technology and the Legal System                      | 1.5            |
| PRLG 115      | Evidence                                                         | 3              |
| CMNS 125      | Communicating Professionally to Academic and Workplace Audiences | 3              |
| PRLG 120      | Family Law                                                       | 3              |
| PRLG 125      | Criminal Law and Procedures I                                    | 3              |
| PRLG 130      | Intellectual Property Law                                        | 3              |
| PRLG 135      | Wills and the Probate Administration Process                     | 3              |
| PRLG 140      | Property Law                                                     | 3              |
| PRLG 145      | Criminal Law and Procedures II                                   | 3              |
| PRLG 150      | Contracts I                                                      | 3              |
| PRLG 155      | Corporate and Commercial Law                                     | 3              |
| PRLG 200      | Litigation I                                                     | 3              |
| PRLG 205      | Insurance Law                                                    | 3              |
| PRLG 210      | Torts I                                                          | 3              |
| PRLG 215      | Administrative Law                                               | 3              |
| PRLG 220      | Contracts II                                                     | 3              |
| PRLG 225      | Litigation and Its Alternatives                                  | 3              |
| PRLG 230      | Legal Research and Writing I                                     | 3              |
| PRLG 235      | Torts II                                                         | 3              |

|          |                               |    |
|----------|-------------------------------|----|
| PRLG 240 | Legal Research and Writing II | 3  |
| PRLG 250 | Paralegal Practicum           | 12 |

**Transfer credit**

~~Graduates of the Paralegal diploma program will be granted nine credits (including credit for CRIM 220) towards the Criminal Justice program. Please contact the School of Criminology and Criminal Justice for more information.~~

**Undergraduate continuance-Program regulations**

**a. Continuance and probation**

Students enrolled in undergraduate courses (courses numbered 100 or higher) 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 \(92\)](#).

Students ~~must achieve who fail to maintain a~~ [minimum B cumulative GPA of 3.00 \(B average\)](#) ~~in each all courses will not be eligible to be eligible to take the for a~~ practicum.

**b. Course repetition**

~~Students may choose to repeat courses to enhance skills and learning, or to improve their grade and/or their UFV grade point average. To maximize student success and enhance access to courses for all students, UFV sets a limit on the number of times students may attempt a given course. A student may not register in a UFV course more than twice without permission of the department head/director for the discipline, or their designate.~~

**c. Readmission**

Students who wish to return [to complete the program](#) must do so within three years. Readmission will be subject to program [and space](#) availability.

**d. Residency**

Students must complete a [minimum of at least 50% of the required program credits](#) ~~required~~ at UFV. The practicum must also be [completed attaken through](#) UFV.

**e. Graduation requirements**

To be eligible to graduate, students must successfully complete all courses with a minimum cumulative GPA of 3.00 (B average)~~each course with a grade of B,~~ and receive credit for the practicum~~with a credit.~~

**f. Maximum length of time to complete program**

Students must complete all courses within ~~three~~ five years.

**MEMO**

TO: UEC  
FR: Dr. Claire Carolan, AD/PDQA  
CC:  
RE: Updated Program Development Procedures  
DATE: November 27, 2023

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In 2020 UFV underwent its first Quality Assurance Process Audit (QAPA) and [in response](#) developed a set of 15 areas for improvement or consideration. Included in those are:

1. ***Refine program development process to align with the current DQAB submission process.***
2. ***Investigate a shorter timeline for program development; specifically, a more efficient concept paper template and approval process.***

To address these action items, I have been working on a draft of new program development procedures. The document is completely new, as such there is not a track-changed version working from the original document. This memo highlights the major changes and rationale behind each.

Please note that these procedures are in no way impacted by the DQAB procedural updates which are expected to go live in spring 2024. All proposals currently in the DQAB system will continue to be evaluated under the current criteria. (re: update November 27, 2023)

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**Change: Concept Paper Approval**

The current concept paper process is labour intensive in terms of length and approval pipeline and is not required by all new programs. The existing approval pipeline is:

PDQA -> Faculty/College Council & Dean -> PDQA -> Provost -> APPC -> Senate -> Board

**Proposed:**

PDQA -> Faculty/College Council & Dean -> PDQA -> Provost

**Consulted:**

Provost & Vice Provost

**Date:** Spring 2022

**Rationale:** At the concept stage, APPC, Senate and Board approval are not necessary.

---

**Change: New Concept Template**

The current concept paper process is labour intensive in terms of length and is not required by all new programs.

**Proposed:**

A new concept feasibility assessment template has been drafted. It has been combined with the Budget Analysis Part A & B to streamline the process.

**Consulted:**

CFO & VP Administration  
AVP Resource Planning & Enterprise Risk  
Director, Budgets and Financial Planning

**Date:** November 2023

**Rationale:** It focuses the concept stage on student and industry demand, benefit to the institution and financial feasibility. Previously the financial feasibility was not examined until later in the process meaning that program working groups could spend months or years on developing a program only to determine late in the stage that it was not financially feasible. The template keeps the document length in check and limits the scope of the content to concept necessary information only.

The proposed template is a less labour intensive process with shorter approval times as required by the QAPA responses.

---

**Change: Concept paper requirement**

Currently there are different concept paper formats for different types of credentials. Some credentials do not currently require a concept paper.

**Proposed:** All new proposed programs must complete the same concept feasibility assessment.

**Consulted:**

AVP Resource Planning & Enterprise Risk

**Date:** November 2023

**Rationale:** All new programs should complete a concept feasibility assessment to determine student demand, industry demand and institutional need. By streamlining a process that is consistent for all proposals there is process equity among proponents and no risk of time wasted completing the wrong document.

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**Change: Program Development Guidelines**

**Proposed:** A single shared undergraduate and graduate procedures document.

**Consulted:**

University Secretariat

**Date:** November 2023

**Rationale:** A single document 1). Ensures that procedural updates for program development are consistent throughout all UFV credentials, 2). Supports QAPA response 11 to link quality assurance processes 3). Lessens labour required in maintain the procedures documents.

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**Change: Program Development Guidelines**

**Proposed:** Separate the program development procedures from course development procedures.

**Consulted:**

UEC Chair, UEC Co-chair, UEC Assistant

(**Discussion unresolved.** PDQA preference is to separate them as PDQA functionally oversees Program Development and UEC oversees Course Development and Approval. Separation allows for combining of undergrad and grad procedures. Additionally, Program Change should move under PDQA as there are consistent challenges with the current arrangement as Program Changes are not currently required to consult PDQA. Under the new DQAB system, the program change threshold is going to be 1/3 or more of the program's core curriculum. As such it is important that PDQA have oversight to ensure that program changes are meeting DQAB standards.)

**Date:** November 2023

**Rationale:** A single document 1). Ensures that procedural updates for program development are consistent throughout all UFV credentials, 2). Supports QAPA response 11 to link quality assurance processes 3). Lessens labour required in maintain the procedures documents.

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**Change: Program Development Guidelines – Internal Consultation**

**Proposed:** Inclusion of step-by-step instructions and recommendations for internal approvals

**Consulted/Feedback requested from:**

OReg, Advising, International, Xwexwilmexwawt, EDI, Financial Aid & Awards, PLAR, Sustainability, T&L, CECE, Marketing, IT, Research Office

**Consulted/Feedback received from:**

OReg, Financial Aid & Awards, PLAR, Sustainability, T&L, Marketing, CECE, Research Office

**Date:** November 2023

**Rationale:** Many conversations have taken place over the last two years with the Registrar & AVP Enrolment Management, Academic Calendar Assistant, Associate Registrar, Advising, PLAR, Sustainability, T&L, CECE, and Financial Aid around the internal consultation process for new program development. These conversations have informed the inclusion of an internal consultation template for the program working groups. Final requests for answers to specific questions about when and how to consult these areas in addition to the information they require was requested in November 2023.

The inclusion of these areas in the internal consultation process should lessen the time required to clear the approvals pipeline as consultation will be clearly demonstrated and typical challenges addressed before proposal submission.

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**Change: Program Development Guidelines – Implementation**

**Proposed:** Inclusion of information around program implementation

**Consulted/Feedback requested from:**

OReg, Advising, International, Xwexwilmexwawt, EDI, Financial Aid & Awards, PLAR, Sustainability, T&L, CECE, Marketing, IT, Research Office

**Consulted/Feedback received from:**

OReg, Financial Aid & Awards, PLAR, Sustainability, T&L, Marketing, CECE, Research Office

**Date:** November 2023

**Rationale:** Many conversations have taken place over the last two years with the Registrar & AVP Enrolment Management, Academic Calendar Assistant, Associate Registrar, Advising, PLAR, Sustainability, T&L, CECE, and Financial Aid around the implementation process for new program

development. These conversations have informed the inclusion of an implementation section for the program working groups. Final requests for answers to specific questions about when and how to consult these areas in addition to the information they require was requested in November 2023.

The inclusion of an implementation process in the timeline for program approval process should improve the understanding of program launch times, development times and the necessary communication between departments and support areas post-approval.

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**Change: Program Development Guidelines**

**Proposed:** Discontinuance of policy 21b – Expedited Program Approval Process

**Consulted:**

University Secretariat, Acting Provost, Registrar & AVP Enrolment

**Date:** November 2023

**Rationale:** Prior to the fall of 2021 and the focused development of post-baccalaureate diplomas, policy 21b, Expedited Program Approval Procedures was rarely utilized. In the last two years it has become evident that there are significant flaws in the procedure, notably around Step 5. Vice-Provost and APAC Review. With the expedited process it is still taking an average of 18-24 months to develop and launch a new program. Under the new proposed procedures, it will be possible to meet that timeline dependent on the start date of the project and the proposed launch date of the program without having to navigate an additional process that does not meet the same level of quality assurance as the regular process. The one section of the expedited process that performs better than the regular process is University Wide Notification vs. Campus Wide Consultation. For unclear reasons, the responses are more diverse across the academic and support staff community and there are more of them.

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**Action:** Share with Dean's Council for Feedback and/or Discussion

**Meeting Date:** December 11, 2023

**Feedback to date:**

**Question: Re: Concept/Feasibility**

Is it at all important to ask folks how this program advance the university integrated plan? I have seen that approach before and noticed it to be a good exercise in having faculty connect the plan to proposed programs.

**Comment/Question (s):** re: Tuition and Financials section of Concept Feasibility Analysis

Love this question. Do faculty know what differential tuition is?

Are faculty well versed in the definition of head count vs. FTE?

**Comment re: Development and Delivery section of Concept Feasibility Analysis**

Recommend changing "substantial" to "significant" in question 4 as deans and faculty members may define this differently.

**Question re: Enrolment, Student and Labour Market Demand section of Concept Feasibility Analysis**

Is this section asking specifically about the program's financial sustainability or the program's longer term relevancy or both?

**Question re: The Student Base Defined of Concept Feasibility Analysis**

This section seems to repeat questions above (Rationale). What are we getting at here?

**Question re: Marketing**

This area is most unclear to me on how to market existing programs. Having marketed new ones before this will need solid Marketing to Dept / Dean's office coordination and allocation of resources to ensure a proper launch occurs as ideal admissions times for new programs.

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The new documents can be reviewed and downloaded at your convenience in the "Program Development Procedures Draft" folder in the UEC Teams channel.

I respectfully request that all feedback be uploaded into the "Feedback" folder in Teams. Please contact me directly with any questions you may have. The documents are scheduled to be shared at GSC in January and Provost's Cabinet in February.

Thank you for your attentive review of these proposed changes.

*CLAIRE*



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, Registrar and Associate Vice-President, Enrolment Management (or designate)
- Nine faculty members, including at least one from each Faculty and at least two who are members of Senate, approved by Senate
- Two deans, or one dean and one associate dean, approved by Senate
- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

#### **Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- AVP, Xwexwilmexwawt
- Manager, Enrolment Planning
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance

- Director, Advising Centre (or designate)

**Optional Non-Voting UEC Liaisons**

- Representatives of Faculty Council Curriculum Committees not otherwise represented, nominated by the FCCC

**Administrative Support**

- UEC Assistant/Calendar Editor, Office of the Registrar

\* Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity