



AGENDA
College of Arts Curriculum Committee
Friday, March 8, 2024 - 9:00 AM
Microsoft TEAMS

Page

- 1. WELCOME from the CHAIR**
 - 1.1. Land Acknowledgement**
- 2. FOR APPROVAL**
 - 2.1. Adopt the College of Arts Curriculum Committee Agenda for 8 March 2024.**

THAT CACC adopt the agenda for 8 March 2024 as presented.
 - 2.2. Approve the College of Arts Curriculum Committee minutes of 9 February 2024.**

THAT CACC approve the minutes of 9 February 2024 as presented.
- 3. FOR DECISION**
 - 3.1. PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 (course revisions) - 9:10 a.m.**

Presented by Andrea Hughes, Madison Pesowski, Carey DeMichelis, Rhonda Snow, Wayne Podrouzek, and Andrea Albonico
THAT CACC approve the changes to PSYC 221, 250, 302, 303, 325, 326, 351, 355, 356, and 357 as presented.
 - 3.2. GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 (course revisions) - 10:00 a.m.**

Presented by Jennifer Deon, Eric Lee, and Trevor Embury
THAT CACC approve the changes to GD 101, 102, 157, 203, 204, 281, 303, 450, and 498 as presented.
 - 3.3. Graphic & Digital Design Diploma and Major - 10:45 a.m.**

Presented by Jennifer Deon
THAT CACC approve the changes to the Graphic & Digital Design Diploma and Major as presented.
- 4. BREAK (5 min.)**
- 5. FOR DISCUSSION**
 - 5.1. 2024 CACC Retreat**
 - 5.2. 2024-2025 CACC Membership**

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6. FOR APPROVAL Continued

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158

6.1. HALQ 101, 102, 201, and 202 (course revisions) - 11:10 a.m.

Presented by Mary Stewart & Samantha Hannah

THAT CACC approve the changes to HALQ 101, 102, 201, and 202 as presented.

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183

6.2. CMNS 140, 235, 335, 345, & 399 (course revisions) - 11:30 a.m.

Presented by Rashad Mammadov

THAT CACC approve the changes to CMNS 140, 235, 335, 345, & 399 as presented.

7. ADJOURNMENT and NEXT MEETING

7.1. Next CACC Meeting: May 3, 2024

9:00 a.m. to Noon (MS Teams)

7.2. Adjournment - 12 p.m.



MINUTES
COLLEGE OF ARTS CURRICULUM COMMITTEE
February 9, 2024
10:00AM - Microsoft TEAMS

PRESENT: Michael Batu, Aimee Brown, Lolehawk Buker (Co-chair), Keith Harms, Vanessa Krahn, Dana Landry, Maria de Luna, Melanie Opmeer, Linda Pardy (Co-chair), Tara Kaszonyi (Recorder)
REGRETS: Geetanjali Gill, Elaine Newman, Parjad Sharifi, and Rita Atake
GUESTS: Heather McAlpine, Ceilidh Hart, and Hardeep Kaur

1. WELCOME from the CHAIR

1.1. Land Acknowledgement

2. FOR APPROVAL

2.1. Adopt the College of Arts Curriculum Committee Agenda for 9 February 2024

MOTION:

THAT CACC amend the agenda for 9 February 2024.
M. Batu & A. Brown
CARRIED

2.2. Approve the College of Arts Curriculum Committee minutes of 12 January 2024

MOTION:

THAT CACC approve the minutes of 12 January 2024 as presented.
M. Batu & M. Opmeer
CARRIED

3. FOR DECISION

**3.1. ENGL 331, 335, & 360 (Course Revisions)
Presented by Heather McAlpine & Ceilidh Hart**

CACC commends English for their on-going commitment to curriculum work. These three course revisions had beautifully crafted memos and learning objectives.

CACC has the following minor feedback for all courses:

- The comments should be removed from the memos and course outlines before they go to UEC. Track changes should remain on the course outlines only.
- Ensure the Transfer Credit Section of the course outline forms has been completed in full. None of the drop-downs should be left as *Click to select*.

MOTION:

THAT CACC approve the revision to ENGL 331, 335, and 360 with recommended revisions.

M. Batu & M. de Luna
CARRIED

3.2. CACC Terms of Reference: BA Core Competencies Courses Approval

MOTION:

THAT CACC approve the removal of *Courses proposed as meeting BA core competencies requirements* from the list of responsibilities in the Terms of Reference.

D. Landry & M. Opmeer
CARRIED

3.3. CACC Terms of Reference: Subcommittee work

MOTION:

THAT CACC approve the removal of Sub-committee work from the CACC Terms of Reference.

D. Landry & M. Batu
CARRIED

4. FOR DISCUSSION

4.1. Course Capacity Pilot

CACC had a lengthy discussion about the potential impacts of the Course Capacity Pilot on curriculum and will consider it for a topic at their retreat this spring.

5. FOR INFORMATION

5.1. Update: HIST 227

This course recently went through CACC, but did not include a program change to add it to the History Major as an option under Canadian content.

When it goes to UEC, it will include a program change, but it will not be required to come back to CACC for approval.

5.2. Updated [UEC Course Outline & Prerequisite Guidelines](#)

6. ADJOURNMENT and NEXT MEETING

**6.1. Next CACC Meeting: March 8, 2024
9:00 a.m. to Noon (MS Teams)**

6.2. Adjournment - 11:20 a.m.

MINUTES ITEM # 4.1.

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From: [Sumitra Robertson](#)
To: [ARTSASST](#)
Cc: [Mark Fischer](#)
Subject: Course Capacity Pilot - Applications accepted until Feb 29
Date: February 9, 2024 10:21:59 AM

Dear Coordinators,
Please kindly forward the message below to all your sessionals. B-faculty received it yesterday.

Sincerely,
Sumitra Robertson (she/elle)
Assistant to the Dean, College of Arts
UNIVERSITY OF THE FRASER VALLEY
604-851-6343 | sumitra.robertson@ufv.ca | www.ufv.ca

I gratefully acknowledge the privilege of learning and working on Stó:lō Téméxw, the home of the Stó:lō people.

From: Provost's Office <provost@ufv.ca>
Sent: Thursday, February 8, 2024 12:40 PM
To: Provost's Office <provost@ufv.ca>
Subject: Course Capacity Pilot - Applications accepted until Feb 29

Dear Faculty Members,

As part of the recent ratification of the Collective Agreement, UFV is accepting applications from any interested faculty member who wishes to apply to have the student capacity for an individual course section that has a class size max of 36 increased by 18 students. Faculty members approved to participate in the pilot, set to start in the Summer 2024 semester, will receive a stipend based on the number of additional students at stable date of enrolment. A limited number of course sections are available through this initial pilot. Only approved course sections and faculty members will be eligible to receive a stipend through this pilot program.

To be eligible to apply, all of the following conditions must be met:

- a) Official class size is currently listed at 36 students
- b) The course has historically large waitlists
- c) The course is required as part of one or more programs
- d) Is a first year (i.e., 1xx) or second year (i.e. 2xx) course
- e) You are scheduled to teach the class between May, 2024 - April, 2025.

All applications are due February 29, 2024 and will be shared with respective Deans for comments and recommendation.

Click [here](#) to submit your proposal.

MINUTES ITEM # 4.1.

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Please direct any questions to provost@ufv.ca

Cheers
James

Dr. James Mandigo (He/Him)
Provost & Vice-President Academic
University of the Fraser Valley
British Columbia, Canada



Ey Swayel Si:yam Siya:ye.

Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which UFV is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Aboriginal people have made – and continue to make – to our community. The university supports Indigenous learners and seeks to incorporate Indigenous ways of knowing in the curriculum and to strive towards lasting Truth and Reconciliation.

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes Head, Psychology Department

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

Subject: Proposal for revision of PSYC 221: Introduction to Cognitive Psychology

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

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

2. Rationale for change: The changes to the calendar description and to the learning outcomes provide more clarity and to reflect updated content in the course. The course is being offered more frequently. A learning outcome has been added to address Indigenous content and others have been removed to more accurately reflect course content. The text options have been updated to reflect the use of a current textbook/readings.

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 \(ILOs\)](#): N/A

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

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

6. 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 \(UNDRIP\)](#). Indigenous content is included in several topics in this course (short-term memory, episodic memory, applied memory issues, language). Students engage in self-reflective practices on a variety of topics and are offered multiple avenues of assessment.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Multiple perspectives in are included course material and a variety of delivery methods are used. Students are strongly encouraged to choose topics of their own interest/ relate to career goals for their assignments. Older editions of the textbook can be used, and the instructor supports this by providing reading guidelines.
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): \$83 - \$172; – students are permitted to use older editions of the textbook to lower costs.



ORIGINAL COURSE IMPLEMENTATION DATE: October 1992
 REVISED COURSE IMPLEMENTATION DATE: January 2015
 COURSE TO BE REVIEWED (six years after UEC approval): March 2020
 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.

Course Code and Number: PSYC 221		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Introduction to Cognitive Psychology															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology													
Calendar Description:															
<p>This course surveys several important sub a range of topics areas within cognitive psychology, including pattern recognition, attention, memory, category formation, imagery, problem-solving, expertise and creativity, language, and decision making. Students will be introduced to explore many classic and applied issues and participate in landmark experiments, in these areas Students, and will review current literature explore the research literature in on specific course related topics of their choice.</p>															
Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		PSYC 101 and PSYC 102													
Corequisites (if applicable, or NONE):		None													
Pre/corequisites (if applicable, or NONE):		None													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Every semester Maximum enrolment (for information only): 36													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: right;">45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)													
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

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. Describe, discuss, and critically analyze the methods and theories used by cognitive psychologists to study and communicate about their field of study to understand human cognition.
- 2. Identify and discuss the major component disciplines of cognitive psychology listed in the course content. Critically evaluate methods and theories within cognitive psychology.
- 3. Analyze how these component disciplines contribute to the overall understanding of human cognition, by integrating the research conducted within these components wherever possible. Evaluate experimental findings in relation to current theories within cognitive psychology.
- 4. Examine experimental findings in relation to culture and Indigenous perspectives.
- 5. Demonstrate knowledge of the scientific method as it applies to human cognition.
- 6. Apply the major theoretical accounts of cognitive psychology to current global real-world issues.
- 7. Demonstrate these skills through discussions, exams, written assignments, and presentations. Demonstrate development of academic writing skills using current APA standards.

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

Final exam: 30 %	[click to select] Assignments: 40 %	[click to select] %
[click to select] Quizzes/tests: 30 %	[click to select] %	[click to select] %

Details:

- Literature Review Draft: 5%
- Peer-Paper Review: 5%
- Midterm Exam: 30%
- Literature Review: 25%
- Optional Movie Analysis: 2%
- Final Exam: 35%

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.)*

May include lectures, discussion, video presentations and guest lectures. This course may also be offered online or as a hybrid course

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	Matlin, M.W. Galotti K	Cognition New York, Harcourt Brace Cognitive Psychology: In and Out of the Laboratory 6th Edition SAGE	2018 2013
2. Textbook	Reed, SK	Cognition Belmont, CA Wadsworth	
3. Textbook	Ashcraft & Klun	Cognition Toronto: Pearson Canada	
4. Textbook	Barenholtz, Burton, Mavica, & Wehe	Cognitive Psychology Tophat — Introduction to Cognitive Psychology Cogniti	2022
5. [click to select]			

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

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

Course Content and Topics

~~Psychology 221 surveys the main areas of cognitive psychology, which are listed below. For each topic, some principle findings of researchers in the field will be presented in the context of a major issue or controversy that has motivated their work. Students will be encouraged to be critical of the research questions relevant to these issues.~~

- ~~Week 1: History/Methods~~
- ~~Week 2: Perception Brain and Behavior~~
- ~~Week 3: Writing Center/Library Workshop Perception~~
- ~~Week 4: Attention Academic Writing Workshop/Library Workshop~~
- ~~Week 5: Attention Short-Term/Working Memory Long-Term Memory~~

- [Knowledge/Semantic Memory](#)
- [Language](#)
- [Reasoning and Decision Making](#)
- [Cognitive Aging](#)
- [Applied Memory Issues](#)
- [Music cognition](#)
- [Comparative cognition](#)
- [Mental imagery](#)
-
- **Week 6: Midterm Exam**
- **Week 7: Long-Term Memory**
- **Week 8: Knowledge/Semantic Memory**
- **Week 9: Language**
- **Week 10: Reasoning and Decision Making**
- **Week 11: Individual Differences**
- **Week 12: Cognitive Aging**

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of PSYC 250: Introduction to Developmental Psychology

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

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

2. Rationale for change: The title of the course has changed to better reflect the lifespan development focus of the course. Changes to the calendar description emphasize student engagement. Learning outcomes were revised to be more concise and specific. The textbook options have been updated.

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 \(ILOs\)](#): N/A

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

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

6. 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 content of

this course recognizes Indigenous history and perspectives within various course topics. Content addresses the impact of colonization on Indigenous child development.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course discusses intersectional identity development across the life course, with special attention to ethnic/racial identity, and gender identity. Assignments promote reflection on student's lived experiences.
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): \$75 - \$185 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992
 REVISED COURSE IMPLEMENTATION DATE: January 2015
 COURSE TO BE REVIEWED (six years after UEC approval): March 2020
 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.

Course Code and Number: PSYC 250	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Introduction to Lifespan Development Introduction to Developmental Psychology													
Course Short Title: (To be assigned by OReg based on university standards.)													
Faculty: Faculty of Social Sciences	Department (or program if no department): Psychology												
Calendar Description: <p>This course introduces students to the study of human development across the lifespan. The course will cover Students will examine the major theories of human development and changes that occur during the lifespan in the areas of cognitive, perceptual, social, and emotional development.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
Prerequisites (or NONE):	PSYC 101 and PSYC 102												
Corequisites (if applicable, or NONE):	NONE												
Pre/corequisites (if applicable, or NONE):	NONE												
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A (<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>)	Course Details Special Topics course: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 36												
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Department approval	Date of meeting:												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

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 key concepts, theories, and methods in developmental psychology.
- 2. Identify and describe ongoing debates in developmental psychology, including the limitations of research.
- 3. ~~Bring together relevant~~Apply readings, theories, experiences, and research methodologies ~~for the purpose of pursuing some relevant questions in depth to contemporary research questions.~~
- 4. Apply knowledge of developmental psychology to real world issues.
- 5. ~~Systematically apply~~Examine multiple perspectives ~~with into~~ developmental issues.
- 6. ~~Describe, discuss, and analyze the overlaps and distinctions between past and present developmental research findings individual differences in development across the lifespan.~~
- 7. ~~Describe, discuss and analyze~~Evaluate individual differences in, and cultural influences on, child and adolescent development cultural and historical issues in development across the lifespan.

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

Final exam:	4030%	Assignments:	35%	[click to select]	%
Quizzes/tests:	2535%	[click to select]		[click to select]	%

Details:

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.)

~~May include L~~ectures, demonstrations, small group practice, discussion, audio-visual presentation, ~~use of models and charts. This course may also be offered online or as a hybrid course.~~

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	Sigelman & Rider	Life-Span Human Development/Cengage	2022
2. Journal	Berkowitz, M.W., & Grych, J.H	Fostering goodness: Teaching parents to facilitate children's moral development <i>Journal of Moral Education</i> , 27, 371-391	1998
3. [click to select] Textbook	— Santrock J.W., Mondloch C., <u>Chuang S., Mackenzie-Thompson A.</u>	— <u>Essentials of Lifespan Development/ McGraw Hill</u>	<u>2023</u>
4. [click to select]			
5. [click to select]			

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

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

Sample: Thematic Course Structure
Course Content and Topics

Courses may be organized thematically or chronologically, and covers topics including:

- ~~Week 1:~~ Introduction to the study of human development
- ~~Week 2:~~ Physical growth and development
- ~~Week 3:~~ Perceptual development
- ~~Week 4:~~ Cognitive development
- ~~Week 5:~~ Language development
- ~~Week 6:~~ Intelligence and creativity
- ~~Week 8:~~ Personality development
- ~~Week 8:~~ Sexuality and gender roles
- ~~Week 10:~~ Family interactions
- ~~Week 11:~~ Moral development
- Self and theory of mind
- ~~Week 12:~~ Death and dying

Sample: Chronological Course Structure:

~~Unit 1: Introduction and Infancy~~

~~Week 1: Introduction to Human Development~~
~~Week 2: Developmental Theory and Research Methods~~
~~Week 3: Physical and Cognitive Development in Infancy~~
~~Week 4: Social and Emotional Development in Infancy~~
~~Week 5: Midterm 1~~

~~Unit 2: Childhood and Adolescence~~
~~Week 6: Physical and Cognitive Development in Childhood~~
~~Week 7: Social and Emotional Development in Childhood~~
~~Week 8: Physical and Cognitive Development in Adolescence~~
~~Week 9: Social and Emotional Development in Adolescence~~
~~Week 10: Midterm 2~~

~~Unit 3: Adulthood and Aging~~
~~Week 11: Early Adulthood~~
~~Week 12: Middle Adulthood~~
~~Week 13: Late Adulthood~~
~~Final Exam Period: Midterm 3~~

Memo for Course Changes-Psychology 302-Learning

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of PSYC 302: Learning

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 calendar description was modified for currency and clarity. Minor changes were made to the learning outcomes to better reflect student activity and learning. Textbooks were updated for current materials.

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 \(ILOs\)](#): N/A

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

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

6. 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 \(UNDRIP\)](#).

There is currently no recognized body of Indigenous knowledge about classical learning theory. Classroom pedagogy includes collaborative learning and discussions. Students determine specific

research pathways for assignments.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course material considers multiple perspectives.
Students have freedom in selecting assignment topics. Students are encouraged to consider limitations in interpretation of laboratory data as it applies to real world contexts.
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): \$75-\$145



ORIGINAL COURSE IMPLEMENTATION DATE: Nov 1993
 REVISED COURSE IMPLEMENTATION DATE: Winter 2015
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 302		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Psychology of Learning			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p><i>In this course, students will study prominent learning processes, including habituation, classical conditioning, operant conditioning, and modeling. Learning issues related to discrimination, generalization, <u>the ability to discriminate between stimuli</u>, biological constraints on learning, <u>and</u> reinforcement will be discussed in the context of human and animal learning.</i></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		PSYC 202	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: N/A		Special Topics course: No	
Cross-listed with: N/A		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s): N/A		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	45	Delivery Mode: May be offered in multiple delivery modes	
[click to select]		Expected frequency: Every other year	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	45	Transfer Credit (See bctransferguide.ca .)	
Scheduled Laboratory Hours		Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

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. ~~Identify and discuss~~Evaluate the conditions, principles, and theories of learning as they apply to human and animal learning.
2. Analyze the theoretical implications of the different types of learning.
3. ~~Describe, discuss, and Corporately~~ critically analyze ~~the~~ landmark research regarding various theories of learning.
4. ~~Communicate their~~Apply knowledge ~~of learning~~ principals~~principles~~ using psychological terms and the language of experimental science.

~~Analyze and describe the application of learning principles to the treatment of human phobias and anxiety disorders~~

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

Quizzes/tests:	30%	Final exam:	40%	[click to select]	%
Assignments:	30%	[click to select]	%	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

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.)*

This course is primarily lecture based. ~~This course may also be offered online or as a hybrid.~~

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	Schwartz, Wasserman, and Robbins	Psychology of Learning and Behaviour / W.W. Norton & Company	
2. Textbook	Klein	Learning: Principles & Applications / Sage Publications	2018
3. [click to select] Textbook	— Domjan	— Principles of Learning and Behaviour / Cengage	2020
4. [click to select]			
5. [click to select]			

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

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

Typical Course Content and Topics:

- ~~Elicited Behavior, Habituation, Sensitization~~
- ~~Classical Conditioning~~
- ~~Instrumental Conditioning~~
- ~~Stimulus Control~~
- ~~Extinction~~
- ~~Aversion~~
- ~~Avoidance~~
- ~~Punishment~~

Course Content and Topics

~~Week 1 Introduction~~

~~Week 2 History~~

~~Week 3 Classical Conditioning:~~

- ~~-described~~
- ~~-extinction~~
- ~~-temporal relationships~~

~~Week 4 Classical Conditioning:~~

- ~~— what is learned: S-R?~~
- ~~— what is learned: S-S?~~

~~Week 5 Classical Conditioning:~~

- ~~——— inhibition~~
- ~~——— measuring inhibition~~
- ~~——— contiguity versus contingency~~

~~Week 6 Classical Conditioning:~~

- ~~——— Rescorla-Wagner theory~~

~~Week 7 Classical Conditioning:~~

- ~~——— human applications~~

~~-~~

~~Week 8 Behaviorism:~~

- ~~——— operant conditioning~~

~~Week 9 Behaviorism:~~

- ~~——— reinforcement schedules~~
- ~~——— partial reinforcement effect~~

~~Week 10 Behaviorism:~~

- ~~——— what is learned?~~

~~Week 11 Behaviorism:~~

- ~~——— stimulus control of operant behavior~~

~~Week 12 Behaviorism:~~

- ~~——— aversive control of behavior~~

~~Week 13 Behaviorism:~~

- ~~——— human applications~~

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of Psychology 303: Perception

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

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

2. Rationale for change: The changes to the calendar description are minor word changes to emphasize student activity in the course. A discontinued course was removed from the prerequisites. The learning outcomes have been revised to reflect minor changes in the course content. The textbook options have been updated to reflect the use of a current textbook.

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 \(ILOs\)](#): N/A

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

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

6. 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 \(UNDRIP\)](#).

While there is limited empirical knowledge regarding Indigenous understanding of sensation and perception, the course is Indigenized through assignments that explore traditional indigenous knowledge systems related to sensory experiences, such as how different cultures conceptualize senses like sight, sound, touch, taste, and smell. Students are asked to research indigenous practices of sensory perception, such as meditation techniques, sensory rituals, or storytelling traditions that emphasize sensory experiences.

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

The psychology course on sensation and perception reflects principles of equity, diversity, and inclusion in several ways. Firstly, assignments incorporate diverse perspectives by encouraging students to explore how different cultural backgrounds may shape sensory experiences. Additionally, topics are selected to cover research that reflects the diversity of human sensory perception across various demographics. Moreover, the course fosters inclusivity by providing opportunities for students to critically examine biases and stereotypes that may influence perceptions. By integrating these approaches, the course creates a learning environment that values and respects the diversity of human experiences within sensation and perception.

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): \$82



ORIGINAL COURSE IMPLEMENTATION DATE: Nov 1993
 REVISED COURSE IMPLEMENTATION DATE: Jan — 2015
 COURSE TO BE REVIEWED (six years after UEC approval): — March 2020
 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.

Course Code and Number: PSYC 303		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Perception			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>This course eStudents explores the question of how we create an internal representation of the external world from the information provided by our sensory systems. Course Specific topics covered may include <u>the structure of sensory organs, neural organization of sensory systems, visual perception, illusions, auditory perception, and other sensory experiences, psychophysics research techniques, reading, speech, perception, recognition of faces and facial expressions, deficits in perception, and perception of art and music.</u></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		(PSYC 202 [formerly PSYC 210]) and (PSYC 221 or PSYC 280).	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number: N/A		Special Topics course: No	
Cross-listed with: N/A		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s): N/A		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	45	Delivery Mode: May be offered in multiple delivery modes	
[click to select]		Expected frequency: Annually	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	45	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

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. ~~Identify and discuss~~ Recognize the major issues and theories in sensation and perception.
- 1-2. ~~Analyze the sensory and perceptual processes involved in the internal reconstruction of the external world for the different sensory modalities.~~
- 2-3. ~~Describe the structure and function of sensory systems and integrate that knowledge into understanding the functioning of the brain and perception in general~~ Integrate knowledge of sensory systems structure and function and brain processes to explain perception.
- 3-4. Critically evaluate theoretical perspectives of perception, current literature
- 4-5. ~~Write assignments/papers/projects that incorporate critical evaluation of relevant literature~~ Demonstrate advanced academic writing skills involving scientific literature.
5. ~~Describe, discuss, and analyze the sensory and perceptual processes involved in the internal reconstruction of the external world~~

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

Assignments:	20%	Final exam:	30%	[click to select]	%
Quizzes/tests:	40%	Project:	10%	[click to select]	%

Details:

Project = demonstrations/presentations

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.)*

~~May include~~ Lecture, demonstrations, small group practice, discussion, audio-visual presentation, use of models.
~~This course may also be offered online or as a hybrid course.~~

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	Goldstein & Cacciamani <u>Goren, S., Ward, L., & Enns, J.</u>	Sensation and Perception / Harcourt College Production <u>Cengage</u>	<u>2021</u>
2. Textbook [click to select]	Goldstein, E.B.	<u>Sensation and Perception</u>	
3. [click to select] Textbook	<u>Wolfe J, Kluender K, Levi D, Bartoshuk L, Herz R, Klatzky R, & Merfeld D</u>	<u>— Sensation and Perception / Oxford University Press</u>	<u>2020</u>
4. [Textbook] [click to select]	<u>— Yantis S & Abrams RA</u>	<u>— Sensation and Perception</u>	<u>2017</u>
5. [click to select]			

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

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

Course Content and Topics

- ~~Week 1: Introduction to Perception, History~~ Historical approaches to perception
- ~~Week 2: Theories of pPerception and; pPrinciples of nNeural oOrganization: Receptors to Cortex~~
- ~~The Week 3: vVisual sSystem~~
- ~~Week 4-5: Higher l-Level vVisual pProcessing: Objects, Colour, Depth and Size, Movement~~
- ~~Week 6: Visual pPattern pPerception and rRecognition: Faces, Reading, Art~~
- ~~Week 7: Midterm~~
- ~~Week 8: Research methods in psychophysics~~
- ~~Week 9: Sound, Tthe aAuditory sSystem, and Pitch Perception~~
- ~~Week 10: Auditory lLocalization, aAuditory sScene aAnalysis~~
- ~~Week 11: Auditory pPattern pPerception and rRecognition in Audition: Speech, Music~~
- ~~Week 12: Other sensory experiences~~
- ~~Week 13: PPerceptual iIllusions, dDisorders, Hallucinations~~
- ~~RThe role of culture in perception — something like this? There are some textbooks with chapters like this~~

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Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of PSYC 325: Memory

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: Changes to the calendar description and learning outcomes provide more clarity on course content and student activity. Course readings have been updated to reflect the use of a current textbook and selected readings.

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 \(ILOs\)](#): N/A

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

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

6. 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 \(UNDRIP\)](#).

Indigenization is distributed throughout a variety of topics in this course. The influence of colonization is examined within the historical approach to memory research. Indigenous content is included in topics such as, working memory, episodic memory, and autobiographical memory. Indigenous guests are invited to share the role of knowledge keeping in their cultures.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are supported when using previous, less expensive editions of the textbook; supplemental readings are available in UFV library online. Course design incorporates perspectives of marginalized peoples. Students are provided options for assessment avenues, and course content incorporates multiple reading resources (supplemental readings are posted to blackboard at no cost to students).
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): \$80-160



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1993
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 325		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Memory			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>This course Students are introduced to the major areas of memory research. Topics include sensory, short-term, working, and semantic and autobiographical memory. This course also examines applied issues such as, aging and memory, memory within the context of the law, and the influence of culture on memory. as well as encoding strategies, retrieval cues, amnesia, state dependent learning, and mnemonics.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		PSYC 202 (formerly PSYC 210) and PSYC 221	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number: N/A		Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: N/A		Directed Study course: No (See policy 207 for more information.)	
Equivalent course(s): N/A		Grading System: Letter grades	
<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>		Delivery Mode: May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Twice per year	
Lecture/seminar	45	Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca)	
[click to select]		Transfer credit already exists: NoYes	
Total hours	45	Submit outline for (re)articulation: YesNo (If yes, fill in transfer credit form .)	
Scheduled Laboratory Hours		Date of meeting:	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Date of meeting:	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).))

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

1. Demonstrate knowledge of ~~the~~ methods and ~~models-theories~~ used by ~~memory~~ theorists to understand and explain research and communicate about human memory.
- ~~2. Analyze the concepts introduced by memory researchers.~~
- ~~3.2. Critically evaluate the experimental design and historical evidence in relation to current theory, used by researchers to support claims made regarding major concepts.~~
- ~~4. Communicate, in psychological terms, a rich understanding of analysis of experimental science.~~
3. Apply theoretical accounts to real-world issues regarding memory and its function.
4. Evaluate theoretical accounts of various memory phenomenon and cross-cultural differences.
- ~~5. Demonstrate advanced development of academic writing using APA style.~~
- 5.

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

Final exam:	30%	Assignments:	20%	[click to select]	%
Quizzes/tests:	30%	Project:	20%	[click to select]	%

Details:

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.)

~~May include~~ lectures, demonstrations, small group practice activities, discussions, audio-visual presentations and guest lecturers. This course may also be offered online or as a hybrid.

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	<u>Radvansky, G. Baddeley, A.</u>	Human Memory/ <u>Routledge: Theory and Practice/ Allyn and Bacon</u>	<u>2023</u> <u>2002</u>
2. Textbook Article	<u>Chazan, M. & Cole, J. Neath, I.</u>	<u>Making memory sovereign/making sovereign memory/Memory Studies, 15(5), 963-978</u> <u>Human Memory: An Introduction to Research/ Brookes & Cole</u>	<u>2022</u> <u>2002</u>
3. [click to select] Other	<u>——Zubieta, L.F.</u>	<u>——The Role of Rock Art as a Mnemonic Device in the Memorization of Cultural Knowledge. IN: Zubieta, L.F (eds) Rock Art and Memory in the Transmission of Cultural Knowledge. Springer, Cha.</u>	<u>2022</u>
4. [click to select]			
5. [click to select]			

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

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

Course Content and Topics

- Week 1: History /Defining of mMemory research
- Week 2: Methods and principles of memory research Multistore Model (Sensory Memory)
- Week 3: Multistore mModel (sensory & sShort-term mMemory)
- Working memory
- Week 4: Non-declarative memoryProcessing Accounts
- Week 5: Episodic memoryForgetting
- Week 6: Separate Systems AccountsForgetting
- Week 7: Midterm Exam**
- Week 8: Recall versus Recognition Memory: Models**
- Week 9: Semantic mMemory
- Week 10: Reconstructive MemoryAutobiographical memory

- Week 11: Catch-up and ReviewMemory and the law
- Week 12: Class PresentationsMemory and aging
- Week 13: Class Presentations

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of Psychology 326: Psychology of Consciousness

1. Summary of changes (select all that apply):
 - Six-year review
 - Number and/or course code
 - Credits and/or total hours
 - Title
 - Calendar description – minor wording changes
 - Prerequisites and/or co-requisites
 - Frequency of course offering
 - Learning outcomes – minor changes to reflect new areas of exploration in consciousness (eg. Self and theories of consciousness)
 - Delivery methods and/or texts and resource materials: text has been updated
 - PLAR options, grading system, and/or evaluation methods
 - Discontinuation of course
 - Other – Please specify:
2. Rationale for change: The changes to the calendar description and the learning outcomes provide clarity and/or meet the recommendations for official course outlines. The text options have been updated to reflect the use of a current textbook.
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 \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. 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 \(UNDRIP\)](#).

Views of consciousness, including cross-cultural views, are included in this course. Students consider Indigenous practices related to issues of consciousness. Students engage in reflective practice through classroom discussions of their personal experiences.

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

The topic of consciousness is examined from a variety of different perspectives. Course content is delivered with varied methods (readings, videos etc.). Varied assessment approaches are used in the course to demonstrate learning. Content includes videos and other no cost materials.

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.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): Approx. \$75



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1993
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 326		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Psychology of Consciousness			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>This is a course is a course involving the systematic study of consciousness from philosophical, both theoretical, and applied points of view in psychology. Students examine the issues around free will role of consciousness in the history of psychology; research on states of consciousness (e.g., dreaming, hypnosis, meditation, and fantasy); research and theory on the relationship between brain and consciousness; perspectives on self and consciousness, artificial consciousness, and therapeutic use of cultivated states of consciousness.</p> <p>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
Prerequisites (or NONE):		PSYC 221	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: N/A		Special Topics course: No	
Cross-listed with: N/A		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s): N/A		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	45	Delivery Mode: May be offered in multiple delivery modes	
[click to select]		Expected frequency: Every other year	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours		45	
Scheduled Laboratory Hours		Transfer Credit (See bctransferguide.ca .)	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer credit already exists: No	
		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

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 and ~~critically evaluate/critique~~ the major theories and perspectives of consciousness.
2. Identify and discuss the major issues in consciousness studies, including the mind-body problem, 'other minds' problem essentialism, ~~the relationships between theories of consciousness and theories of self, the existence of free will, AI,~~ and levels of consciousness.
3. Critically evaluate current literature.
4. ~~Write assignments/papers/projects that incorporate critical evaluation of relevant literature~~ Demonstrate advanced development of academic writing using APA style.

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

Final exam:	30%	[click to select]	%	[click to select]	%
Assignments:	100%70%	[click to select]	%	[click to select]	%

Details (a:assignments may include

Assignments = Paper (20%), Presentation (10%), Integrative questions (402%), Chapter thought papers/Discussions (302%).

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.)*

~~May include -Lecture, demonstration, small group practice, discussion, audio-visual presentation, student seminar presentations. This course may also be offered online or as a hybrid.~~

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	Blackwell	The Blackwell Companion to Consciousness / Wiley	<u>2017</u>
2. [click to select]Textbook	<u>Blackmore & Troscianko</u>	<u>Consciousness: An Introduction/ Routledge</u>	<u>2018</u>
3. [click to select]Video	<u>Provided in class or online</u>		
4. [click to select]			
5. [click to select]			

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

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

Course Content and Topics

Week/Topic

1. ~~Introduction and overview. Definitions and basic concepts.~~ Scientific, clinical, and "New Age" perspectives on consciousness. ~~Characteristics of consciousness.~~
 2. ~~Consciousness, mind, and the brain: the "mind-body problem", split brain research and assumptions underlying psychological investigation. Brain organization and mind: split-brain and other work.~~
 3. ~~Dissociative states and consciousness: State dependent learning.~~
 4. ~~Introspection, fantasy daydreaming, and imagery. Placebo response and healing. Introspection as methodology: yoga psychology perspective.~~
 5. ~~Altered Perspectives of altered states of consciousness: basic issues. Meditation: scientific and Eastern psychological perspectives.~~
 6. ~~Sleep~~
 7. ~~Dreaming: phenomenology of dreams and factors influencing dreams. Theoretical and research perspectives on sleep and dreaming. Is dream content symbolic?~~
 8. ~~Dreaming: recall and lucid dreaming.~~
 9. ~~Drugs and consciousness.~~
 10. ~~Hypnosis: basic phenomena, susceptibility, applications, and research.~~
 11. ~~Hypnosis: theoretical approaches and research. Amnesia, hypermnnesia, age regression.~~
 12. ~~Hypnosis, consciousness, and healing. Mental modification of autonomic age endocrine activities. Modification of immune and neuropeptide systems.~~
- Review

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Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

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

Subject: Proposal for revision of PSYC 351: Child Psychology

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: Calendar description was revised for concision and clarity. Prerequisite courses that are discontinued were removed. Frequency was changed to reflect current offerings. Learning outcomes were updated to reflect current course content (note – add EDI/ Indigenization if applicable). Text and resource materials were updated.
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 \(ILOs\)](#): Previous official course outline only listed one LO, so more were added to reflect course content.
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 \(UNDRIP\)](#). (refer to the [Tips document from Andrea](#))

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? (refer to the Tips document from [Andrea](#)) Textbook is optional making this course low cost for students.
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): \$0-108 (optional text)



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 1992
 REVISED COURSE IMPLEMENTATION DATE: Jan 2009
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 351		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Child Psychology			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>This course considers Students explore the psychological aspects of human development from conception through to adolescence. Topics include it covers the changes in the areas of physical, perceptual, language, emotional, social, and cognitive development.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		PSYC 250, and one of PSYC 202, CRIM 220, KPE 301 KIN 301 , KPE 400 SOC 255 / ANTH 255/MACS 255 (formerly SCMS-255); or PSYC 240 and PSYC 220	
Corequisites (if applicable, or NONE):		— NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: N/A		Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.)	
Cross-listed with: None		Directed Study course: No (See policy 207 for more information.)	
Equivalent course(s): None		Grading System: Letter grades	
(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.)		Delivery Mode: Face-to-face only May be offered in multiple delivery modes	
Typical Structure of Instructional Hours		Expected frequency: Annually	
Lecture/seminar	45	Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
[click to select]		Transfer Credit (See bctransferguide.ca .)	
[click to select]		Transfer credit already exists: No Yes	
Total hours	45	Submit outline for (re)articulation: Yes No (If yes, fill in transfer credit form .)	
Scheduled Laboratory Hours		Department approval	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Date of meeting:	
		Faculty Council approval	
		Date of meeting:	
		Undergraduate Education Committee (UEC) approval	
		Date of meeting:	

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. Explore ~~in-depth theory and research on specific issues~~ theoretical perspectives in the field of child development.
2. Identify and explain the different developmental milestones from infancy to late childhood.
3. Describe methodological approaches used to study child development.
4. Explain how early social and cognitive development is shaped by both nature (e.g. genetics) and nurture (environmental factors).
5. Critically evaluate current and past research in developmental psychology.
6. Analyze information on human development in order to accept or challenge research in the field of developmental psychology.
7. Examine cultural differences in child rearing practices.
- 4-8. Explain the developmental trajectory of infants and children in the physical, cognitive, and socio-emotional domains.

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

[click to select]Quizzes/tests: ----- %60%	[click to select]	%	[click to select]	%
[click to select]Assignments: ----- %40%	[click to select]	%	[click to select]	%

Details: Three tests = 60% | Written assignments = 26% | Presentation = 12% | Participation = 2%

~~Midterm (at least 1) and Final exam 60-70% Research paper, project, or presentation 30-40%~~

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.)

Lecture, demonstrations, small group practice activities, discussion, audio-visual presentations, ~~use of models and charts~~, student seminar 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
1. Textbook	Berk	Child Development CDN Edition/Pearson	2015
2. [click to select]Textbook	Siegler, R. S., Saffran, J., Eisenberg, N., & Gershoff, E. -----	----- How Children Develop/Worth Publishers	2020
3. [click to select]Journal article	Aslin, R. N. -----	What's in a look? /Developmental Science, 10(1), 48-53.	2007
4. [click to select]			
5. [click to select]			

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

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

Course Content and Topics

- ~~1-~~Physical and motor development
- ~~2-~~Neural, sensory and perceptual development
- ~~3-~~Prenatal development
- ~~4-~~Conceptual development
- Cognitive development
- ~~5-~~Language development
- ~~6-~~Social and emotional development
- Play and learning
- ~~7-~~Moral development

Commented [MP1]: Here's my breakdown:
 3 tests = 60%
 Written assignments = 26%
 Presentation = 12%
 Participation = 2%

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department Date:

Subject: Proposal for revision of PSYC 355: Adolescent Psychology

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 changes to the calendar description better reflect the scope of adolescent development. Learning outcomes were reworded for clarity and to better reflect what students take away from the course. The textbook options have been updated.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? 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 content of this course includes discussions of the impact of culture – including indigenous culture – on adolescent development.

Students research, analyze, and discuss local current issues facing adolescents, including addictions,

violence, homelessness etc. They consider the current statistics amongst various groups in communities in BC. They evaluate the treatment approaches available for each of these groups. The discussions of Self and Gender raise these issues of equity and inclusion for non-majority groups, both within and across cultures. Any discussion of the factors related to positive identity development, opens the discussion of residential schools, resilience and restitution. Schooling is about the experience of various groups, especially non-majority groups, with regard to factors related to success and engagement as well as dropping out and aimlessness. This includes diverse views of students and parents regarding the value and importance of or education.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
Students gain the knowledge and ability to discuss these in the context of the of current local issues facing adolescents across the content of the course, giving them the opportunity to apply theories and research on cognitive, physical, and social development.
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): \$110 for textbook or less if the student purchases a second-hand textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: January 1976
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 355		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Adolescent Psychology															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology													
Calendar Description: (The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.) C This considers the psychological aspects of human-adolescent development. During the period of adolescence, students explore c Changes in the areas of physical, emotional, social, and cognitive development from the end of childhood through young adulthood. will be covered.															
Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		PSYC 250, and one of PSYC 202, CRIM 220, KPE 304 KIN 301 , KPE 400 , SOC 255/ANTH 255/MACS 255 (formerly SCMS 255); or PSYC 210 and PSYC 220													
Corequisites (if applicable, or NONE):		— None													
Pre/corequisites (if applicable, or NONE):		— None													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A <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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only <u>May be offered in multiple delivery modes</u> Expected frequency: Annually Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: right;">45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).))

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

1. [Discuss the complex and dynamic nature of the concept of adolescence.](#)
2. [Demonstrate understanding of how history, culture, and globalization have contributed to shaping views of the age period of adolescence.](#)
3. [Apply knowledge of research methodologies to the study of adolescence.](#)
4. [Critically evaluate current research on adolescence, discussing its limitations.](#)
- 4.5. [Demonstrate the ability to report and synthesize adolescent development literature.](#)
- 2.6. [Evaluate adolescent programs based on knowledge gained in the course.](#)

- 1- The student will gain insight into some problems adolescents face: intrapersonal, interpersonal, social and cultural.
- 2- The student will demonstrate that he/she can translate his/her insights into communicable ideas and research efforts.
- 3- The student will demonstrate his/her ability to bring together relevant readings, theories, experiences, and research methodologies for the purpose of pursuing some relevant questions in depth.

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

Final Exam:	70-35%	Quizzes/tests:	20-30-35%	[click to select]	%
Assignments:	—%30%	Project:	[click to select]	30-40 %	[click to select] %

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

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, presentation of [student](#) special interest areas, and guest lecturers.

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	J. ArnettGrinder, R	Adolescence and Emerging Adulthood	2019
2. Textbook	Lerner, Brown, & KierKraemer, H.V.	Adolescence: Development, Diversity, Context & ApplicationYouth & Culture: A Human Development Approach	2005
3. Textbook	Santrock	Adolescence	2022
4. [click to select]			
5. [click to select]			

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

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

Course Content and Topics

- [Theories of Adolescence](#)
- [Biological Foundations](#)
- [Cognitive Foundations](#)
- [Gender](#)
- [Self](#)
- [Family Relationships](#)
- [Peers and Friends](#)
- [Love and Sexuality](#)
- [School](#)
- [Work](#)
- [Media](#)

- [Problems and Resilience](#)
- [Moral Development](#)

1. Physiological development and its' psychological correlates.
2. Cognitive and moral development (Piaget's theory and related research).
3. Psychological development — ego identity.
4. The family — relations between adolescents and parents; relative importance of family to the adolescent; effect of family's socio-economic status.
5. Peer groups — relative importance; various types and functions; role of school.
6. Culture — adolescent's awareness of cultural values; adolescent's participation in social change; role and effect of the media; cross-cultural comparisons.
7. Future commitments — career choice; marriage.
8. Problems of adjustment — school dropouts; delinquency; drug addiction.
9. Theoretical interpretations

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Subject: Proposal for revision of PSYC 356: Developmental Psychopathology

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: Calendar description was revised for concision and clarity. Frequency was changed to reflect current offerings. Learning outcomes were updated to reflect current course content with the addition of a new outcome (#5) to encompass activities /readings centered on Indigenous perspectives. Text and resource materials were updated.

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 \(ILOs\)](#): N/A

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

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

6. 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 course incorporates Indigenous perspectives and practices including, for example, the exploration of research insights from Indigenous scholars, opportunities for reflective engagement

with personal experiences, and a diverse range of assessment options.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? In this course students are assessed using a variety of methods (varied exam types, research assignments, group work etc.). Multiple perspectives are included in course content; under-represented groups and neurodiverse people are recognized in content. Students are given autonomy in selecting topics for assignments and have choice in the type of assignment they prefer to do.
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): \$76-186 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 356		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Developmental Psychopathology			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology	
Calendar Description:			
<p>(The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.)</p> <p>This course provides an introduction to the field ofIntroduces students to developmental psychopathology. The course takes the position that abnormal development is best viewed from its relation to normal development. As such theCourse material integrates developmental theory, theoretical perspectives on the origins and treatments of disordered behaviors in childhood, and relevant research findings in these areas. Further, it is also assumed that theBehavior disorders of children are best understoodexamined within from the social, cultural, and historical contexts in which they occur. Topics will include problemsStudents explore issues such as conduct disorders, attention, anxiety, mood, and autistic disorders.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		PSYC 202, PSYC 241, and PSYC 351	
Corequisites (if applicable, or NONE):		N/A	
Pre/corequisites (if applicable, or NONE):		N/A	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number: PSYC 491E		Special Topics course: No	
Cross-listed with: N/A		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s): N/A		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	45	Delivery Mode: Face-to-face only May be offered in multiple delivery modes	
[click to select]		Expected frequency: Every other year <u>Annually</u>	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	45	Transfer Credit (See bctransferguide.ca .)	
Scheduled Laboratory Hours		Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture: No <input checked="" type="checkbox"/> <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	

Undergraduate Education Committee (UEC) approval	Date of meeting:
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Learning Outcomes (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources.](#))

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

1. Identify and describe the disorders of childhood and adolescence.
2. Discuss etiology, prevalence, and treatment of childhood and adolescent disorders.
3. ~~Evaluate~~ ~~Identify and discuss~~ the ~~major issues~~~~impact arising of from the identification and treatment~~~~identifying and treating~~ ~~childhood disorders.~~ ~~of the disorders of childhood.~~
4. ~~Demonstrate an understanding of the~~~~Examine varied~~ theoretical perspectives ~~and research literature~~ relevant to developmental psychopathology.
- 4-5. ~~Reflect on research findings and/or theories involving Indigenous scholars and communities.~~

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

Final exam: _____	35-50-80%	[click to select] Quizzes/tests: _____	%35%	[click to select] Assignments: _____	%30-5%
	%	[click to select]	%	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

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, presentations, [guest speakers](#), class discussions.

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	Wicks-Nelson, R. & Israel, A.	Behavior Disorders of Children/ New Jersey: Pearson	2006
2. Textbook	Mash, E., & Wolfe, D. & Williams	Child Psychopathology/Abnormal Child Psychology; Cengage Learning	2024 19
3. Other	American Psychological Association	Diagnostic and Statistical Manual of Mental Disorders, (5 th edition, Text Revision (DSM-5-TR))	2022
4. [click to select]			
5. [click to select]			

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

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

Course Content and Topics

- Defining and identifying disordered behaviour
- [Historical Influences](#)
- [Perspectives and Theories of disordered behavior](#)
- [Research Methods](#)
- [Classification, Assessment, & Treatment](#)
- [Intellectual developmental disorder/Intellectual disabilities](#)
- [Anxiety and obsessive disorders/compulsive disorders](#)
- [Conduct disorders](#)
- [Attention deficit hyperactivity disorder/disorders](#)
- [Communication/Language and Learning disorders](#)
- [Mental Retardation](#)
- [Autism & childhood onset Schizophrenia](#)
- [Depressive and bipolar disorders](#)
- [Trauma and stressor related disorders](#)
- [Substance use disorders](#)
- [Feeding and eating disorders](#)
- [Feeding and eating disorders](#)

- Psychological factors affecting treatment
- Mental health concerns

Memo for Course Changes

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Subject: Proposal for revision of PSYC 357: Adulthood and Aging

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 changes to the calendar description provide more clarity. Learning outcomes were modified to be clearer and to include Indigenous content. The text options have been updated.

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 \(ILOs\)](#): N/A

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

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

6. 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 course incorporates Indigenous perspectives and practices including, guest speaker sessions

with members of the Indigenous community who present Indigenous views of the life cycle and aging, readings from Indigenous scholars, opportunities for reflective engagement with personal experiences, and a diverse range of assessment options.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
In this course students are assessed using a variety of methods (varied exam types, research tasks, volunteering assignments, group work etc.). Multiple perspectives are included in course content; under-represented groups are recognized in content. Students are given autonomy in selecting topics for assignments and have choice in the type of assignment they prefer to do.
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: \$37-138 (e-text/print)



ORIGINAL COURSE IMPLEMENTATION DATE: May 1992
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: PSYC 357		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Adulthood and Aging															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Social Sciences		Department (or program if no department): Psychology													
Calendar Description: (The calendar description should be written in third-person active voice and be concise but meaningful. Make the description clear, brief, and informative; eliminate redundant words and phrases; don't repeat what's in the course title. Sentence fragments are acceptable. Beginning the description with "this course is" is not necessary.) Students explore/considers human development from young adulthood to old age. Included are theories of adult development and aging; environmental and biological factors in aging; and the physical, social, and psychological changes associated with aging - the effects of aging on (e.g., changes in sensation, perception, learning, cognition, personality, psychopathology, and social relations). Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		(PSYC 250) and (one of the following: PSYC 202, formerly PSYC 210 , CRIM 220, KPE KIN 301, KPE 400 , or SOC 255/ANTH 255/MACS 255 formerly SCMS 255).													
Corequisites (if applicable, or NONE):		N/A													
Pre/corequisites (if applicable, or NONE):		N/A													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.													
<table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45	[click to select]		[click to select]		[click to select]		[click to select]		Total hours	45	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)	
Lecture/seminar	45														
[click to select]															
[click to select]															
[click to select]															
[click to select]															
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes															
Department approval		Date of meeting:													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.) (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to [UEC's course development resources](#).))

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

- Analyze and apply the key concepts, theories and methods in the psychology of adulthood and aging.
- ~~Articulate and apply the concept that aging is best understood from a wide range of psychological perspectives e.g. cognitive social, biological and developmental~~
- Apply knowledge of adulthood and aging psychology to real world ~~issues~~context.
- ~~Systematically apply multiple perspectives to age-related issues~~Examine age-related issues from multiple perspectives including Indigenous cultural approaches.
- ~~Identify, analyze and discuss the impact of individual differences in, and cultural influences on, adult and older adult development~~Summarize the range of individual differences in older adult development.
- ~~Critically evaluate society's approach and attitudes towards age-related issues.~~

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

Final exam:	40 %	Assignments <u>Participation</u>	30 <u>5</u> %	[click to select]	%
Presentation <u>Quizzes/Tests</u>	30 <u>25</u> %	Assignments:	30 <u>0</u> %	[click to select]	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

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, presentations, guest lecturers, class discussion.~~

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	Whitbourne, S.K., & Whitbourne S.B., & Konnert, C.	Adult Development and Aging: Biopsychosocial Perspectives ^{2nd} / Wiley	2021 14
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

No special materials required.

Course Content and Topics

Example 1 (chronological):

- ~~Research Methods in Adulthood & Ageing Research~~
- ~~Exploring the Dull Hypothesis of Adulthood & Ageing~~
- ~~Early to Middle Adulthood: The Psychosocial Changes & Transitions~~
- ~~Middle Adulthood: The Biological Changes~~
- ~~Middle Adulthood: Triggers to Crises~~
- ~~Older Adulthood: The Psychosocial Changes & Transitions~~
- ~~Older Adulthood: Dementia, Stroke & Aphasia~~
- ~~Older Adulthood: Cognitive & Linguistic Changes~~
- ~~Older Adulthood: The impact of communicative disturbance & Elderspeak~~
- ~~Older Adulthood & Abuse~~
- ~~Middle to Older Adulthood: Identity & Personality~~
- ~~Middle to Older Adulthood: Sexuality~~
- ~~Middle to Older Adulthood: Mental Illnes~~

- [Introduction to Adulthood Psychology: Key Concepts](#)
- [Theories of Adult Development](#)
- [Research Methods](#)
- [Physical Changes-Health Prevention](#)
- [Basic to Higher-Order Cognitive Processes](#)
- [Personality Development](#)
- [Relationships Work, Retirement](#)
- [Mental Health in Adulthood](#)
- [Death and Dying: Psychological Perspectives](#)
- [Successful Aging](#)
- [Cultural Perspectives on Aging](#)

Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

Subject: Proposal for revision of **GD101 Fundamentals of Design**

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:

This course is being revised as part of the six-year review process. The course description has been updated with clearer language, and the learning outcomes have been reduced and streamlined. Additional resources have been included in the Text and Resources area to reflect more current discourse and Indigenous themes.

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	Program Learning Outcomes	Institutional Learning Outcomes
Demonstrate design process from problem identifying, ideation, analysis to critical evaluation.	Utilize processes, tools, and technology for graphic design practice	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems

Apply design principles, colour and compositional theories for visual communication. Identify the attributes and functions of formal elements, such as form, light, materials, and space in visual communication.	Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	Demonstrate information competency Communicate effectively
Apply design principles, colour and compositional theories for visual communication.	Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems Communicate effectively Engage in collaborative leadership
Define graphic design discipline in Indigenous, historical, societal, and technological contexts.	Analyze visual communication problems using critical thinking skills	Analyze critically and imaginatively
Demonstrate design process from problem identifying, ideation, analysis to critical evaluation.	Develop strategies for planning, producing, and disseminating visual communications	Initiate inquiries and develop solutions to problems
Explain basic graphic design terminology and concepts	Demonstrate a working knowledge of the creative industry	Demonstrate information competency
Demonstrate ethical use of creative and generative assets.	Apply business practices, ethics, and self-promotional strategies for professional development	Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?

N/A

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 \(UNDRIP\)](#).

This is an introductory course centred on the visual language and design methods. We have designed the learning outcomes to provide students with opportunities to experiment and explore different applications of design principles. This process includes encouraging students to draw from their

personal perspectives for inspiration and learn from Indigenous ways of communicating visually through a supplied text and class discussions. Reading material by Sadie Red Wing, Lakota graphic designer and scholar, has been included to exemplify ways of communicating and advocating Indigenous history and culture with visual languages and graphic design.

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

This course asks students to critically reflect on the process of visual communication using their personal perspectives as a guide. In discussing image types and their ethical use, generative tools and the biases inherent in their designs, students are encouraged to identify and questions notions of equitable representation and inclusive outcomes. Their project work centers on topics derived by the student's own experiences.

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.
N/A

8. Estimate of the typical costs for this course, including textbooks and other materials:
Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
 REVISED COURSE IMPLEMENTATION DATE: September 2017
 COURSE TO BE REVIEWED (six years after UEC approval): March 2018
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD101		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Fundamentals of Design															
Course Short Title: Fundamentals of Design															
Faculty: Faculty of Humanities		Department (or program if no department): Graphic Design													
Calendar Description: An introduction to design fundamentals and visual communications practice. Through applied projects, students explore elements and principles of design, implement creative processes, apply compositional theories, and critically reflect on their design solutions. This course introduces students An introduction to design fundamentals and visual communication practice. Through applied projects, students explore elements and principles of design, implement creative processes, apply compositional theories, and critically reflect on their designs.															
Note: Adobe CC subscription provided for the duration of the class at no additional cost.															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [No click to select] (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td></td> </tr> <tr> <td>Experiential (internship)</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	30	Tutorials/workshops	15	Supervised laboratory hours (design lab)	15	Experiential (field trip)		Experiential (internship)		Total hours	60	Expected frequency: Every semester Maximum enrolment (for information only): 24 Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	30														
Tutorials/workshops	15														
Supervised laboratory hours (design lab)	15														
Experiential (field trip)															
Experiential (internship)															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)													

Commented [AB1]: Shorten to 'Introduces'

Commented [AB2]: Consider replacing one use of term "design" with visual communication - as used in learning outcomes

Commented [MB3]: Please select whether this course is a directed studies course.

Commented [MB4]: Please select the delivery mode.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Department approval	Date of meeting:	November 26, 2016 February <u>23, 2024</u>
Faculty Council approval	Date of meeting:	November 2016
Undergraduate Education Committee (UEC) approval	Date of meeting:	December 16, 2016

Commented [MB5]: This needs to be updated. When was this course approved in dept?

Commented [MB6]: leave this blank for now.

Commented [MB7]: leave this blank for now.

Learning Outcomes

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

- Define graphic design as a discipline
- Describe how economic, political and social contexts contribute to design
- Define a problem for a visual communications project
- Implement a creative process using design methodology
- Apply design elements, principles, compositional, and colour theories to visual communication
- Describe colour modes, functions, and attributes
- Analyze the relationship between form, colour, context and meaning
- Identify formal elements of visual communication of a variety of visual media
- Analyze visual media within a contextual framework
- Critically reflect on design solutions
- Source and use images ethically; and,
- Communicate capably with and about images in visual communication
- Define the graphic design discipline in Indigenous, historical, societal, and technological contexts.
- Demonstrate design process from problem identifying, ideation, analysis to critical evaluation.
- Apply design principles, colour and compositional theories for visual communication.
- Identify the attributes and functions of formal elements, such as form, light, materials, and space in visual communication.
- Explain basic graphic design terminology and concepts
- Demonstrate ethical use of creative and generative assets in visual communication and the ideation process.

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

Final exam:	%	Assignments:	100%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%

Details:

Assignments comprise of a series of projects. Projects will be graded using the following criteria as applicable:

- Incremental Development: Experimentation, detailed exploration (thumbnails), demonstrated knowledge of assigned readings and participation in workshops and field trips.
- Originality: Strength of concept, innovation, and effectiveness.
- Final solution: Meets the project objectives.
- Presentation: Well-constructed mock-ups with a high standard of finish and a clear rationale for the final solution.
- Attention to detail: Design solutions use correct image file types, content is spell-checked, and all images and content sources are cited (as applicable). Assignment: Poster Analysis (10%)
 - Project 1: Project 1: Dot and Line Compositions (20%)
 - Project 1: Project 2: Visual Narratives (20%)
 - Project 1: Project 3: Colour Compositions (20%)
 - Project 1: Project 4: Typography Compositions (20%)
 - Reflection: Written or audio reflection (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, workshops, applied project work, presentations, and field trips.

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	Lupton, E. & Cole Phillips,	<i>Graphic Design The New Basics</i>	2015
2. Textbook	Ambrose, Gavin; and Harris, Paul	<i>The fundamentals of graphic design</i>	2009
3. Textbook	Landa, Robin.	<i>Graphic Design Solutions</i>	2013
4. [click to select]Online resource	—Red Wing, Sadie.	— Learning the Traditional Lakota Visual Language Through Shape Play	2016
5. [click to select]Textbook	—Klee, Paul	— Pedagogical Sketchbook	2014

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

Adobe CC current edition, Computer, flash drive

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Course Content and Topics

• **Wk 1** Define graphic design as a discipline in various contexts. **Week 1:** An introduction to visual communications practice.

Wk 2–5 Formal elements: their attributes and functions.

Wk 6–9 Design principles, composition and colours theory.

Wk 10–12 Practice creative process of visual communication.

Wk 13 Present and evaluate design outcomes.

Design elements and fundamentals. Project 1 assigned: Gift Series

Homework: Line and form studies. Contrast and compositional exploration.

Week 2: Design elements and compositional principles.

Project 1: In-class exercises on creating visual communication in the application of design elements. Distilling objects to line and form. Experimenting with contrast.

Week 3: An introduction to colour theory—objective and subjective. Working with colour contrasts and colour value.

Week 4: Creating a conceptual theme. Working with a creative process. Developing styles and using colour and applying conceptual elements. Introduction of design language and articulating a design concept.

Week 5: Project 1: Working with compositional constraints. Prototypes and mock-ups. Demo.

Economic, political and social contexts. The beginning of the design industry. Introducing Victorian design thinkers: Queen Victoria, Owen Jones and William Morris.

Project 2 assigned: The Great Exhibition Commemoration. Defining a problem. Understanding the client (Queen Victoria) and the audience. Introducing montage, storytelling, and information hierarchy. Working with graphic standards, ethical image use, and copyright.

Week 6: Project 1 Critique. How to critically reflect on work.

Project 2: Generating Concepts: Metaphoric concepts, analytic concepts, meta concepts and applying conceptual approaches. Developing rationales and articulating design solutions.

Week 7: Project 2 Tear apart crit and in-class work.

Mid-term interviews and grades.

Week 8: Project 2 Critique. Project Due.

An introduction to Modernism. Influences and creative elements. The impact of technology in visual media. Derivative design, pastiche, and image appropriation. Image licensing and access.

Project 3 assigned:

Week 9:

The psychology of colour. Looking at the past. Using colour palettes, contrast, and value.

Week 10: Project 3 How to create conceptual solutions (non-representational).

Week 11: Minimalist and symbolic design. Applying simplified graphic forms to impart meaning—line, form and orientation. Gestalt theory. Constraints and limitations: The rule of thirds.

Week 12: Project 3 Tear apart crit.

Week 13: Project 3 Final project due.

Commented [AB8]: use bullet points for course content over designation of content by weeks

Memo for Course Changes

To: Linda Pardy

From: Jennifer Deon

Date: February 27, 2024

Subject: Proposal for revision of GD102 History of Graphic Design

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 description has been rewritten to provide an opportunity to be more inclusive of the many people and factors that have shaped the practice of graphic design globally. It also aims to decolonize graphic design history by showcasing people, events, and developments that were excluded from the 'canon' of design. The learning outcomes have been revised to reflect recent developments in graphic design discourse, equipping students with a broader understanding of the history of graphic design.

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 \(ILOs\)](#): *The course learning outcomes have been streamlined and reduced from nine to eight to eliminate redundancies, opaque language, and strengthen the communication of learning needed to fulfill the program outcomes.*

Commented [MB1]: Were the LOs revised to reflect Indigenization? If so, this has to be included here as well.

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes

Apply the use of period styles with knowledge and understanding of the history of design.	/ Utilize processes, tools, and technology for graphic design practice	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems
Identify significant movements, designers, events, and contributions in both western and non-western context of graphic design as related to 19th and 20th century graphic design. Describe the motivations and theories underlying the conceptual approaches employed by different designers.	/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	/ Demonstrate information competency / Communicate effectively
Apply the use of period styles with knowledge and understanding of the history of design.	/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems / Communicate effectively / Engage in collaborative leadership
Critically reflect on visual media from different design movements.	/ Analyze visual communication problems using critical thinking skills	/ Analyze critically and imaginatively
Articulate the impact of social, political, economic, and technological developments on visual communication.	/ Develop strategies for planning, producing, and disseminating visual communications	/ Initiate inquiries and develop solutions to problems
Compare formal elements of visual communication across major movements.	Demonstrate a working knowledge of the creative industry	/ Demonstrate information competency

<p>Articulate the impact of social, political, economic, and technological developments on visual communication.</p>	<p>Apply business practices, ethics, and self-promotional strategies for professional development</p>	<p>/ Engage in respectful and professional practices</p>
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4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
5. Which program areas have been consulted about the change(s)? *None.*
6. 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 \(UNDRIP\)](#).
This course supports students in examining, critiquing, and reflecting on movements found within the history of graphic design. Including missing historical accounts in graphic design history, encompassing Indigenous perspectives and women's contributions, aligning with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and principles of equity, diversity, and inclusion, recognizes Indigenous and women's contributions, promotes cultural diversity, gender equity, and empowers marginalized communities within the field.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The materials selected and used in this course are designed to support a broader understanding of the history of graphic design and where students can reflect (through weekly written or audio reflections) on this growing body of graphic design history discourse which ultimately aligns with the principles of equity, diversity, and inclusion.*
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).
Estimate of the typical costs for this course, including textbooks and other materials:
Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
 REVISED COURSE IMPLEMENTATION DATE: September 2017
 COURSE TO BE REVIEWED (six years after UEC approval): January 2023
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 102		Number of Credits: 3 Course credit policy (105)													
Course Full Title: History of Graphic Design															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Graphic and Digital Design													
Calendar Description: Students explore the evolution of graphic design through the lens of its social, political, economical, and technological backdrop. Students engage in practical projects to analyze the styles, aesthetics, and contexts of major design movements spanning from the 18th century to contemporary times. Historical survey of graphic design from the perspective of social and political realities within which it developed. Through applied projects, students investigate the styles, aesthetics, and contexts of the Industrial Revolution, avant-garde movements, modernism, post-modernism, and the information age. Note: Adobe CC subscription provided for the duration of the class at no additional cost.															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [click to select] No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes Expected frequency: Annually Twice per year Maximum enrolment (for information only): 24													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td></td> </tr> <tr> <td>Experiential (internship)</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	20	Supervised laboratory hours (design lab)	20	Experiential (field trip)		Experiential (internship)		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	20														
Tutorials/workshops	20														
Supervised laboratory hours (design lab)	20														
Experiential (field trip)															
Experiential (internship)															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: November : 2016 February 23, 2024													
Faculty Council approval		Date of meeting: November 2016													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 27, 2017													

Commented [AB1]: include 'design' to contextualize sentence

Commented [MB2]: Select the appropriate response here.

Commented [MB3]: Select the appropriate response here.

Commented [MB4]: Indicate the date when the dept approved this outline.

Commented [MB5]: Leave blank for now

Commented [MB6]: Leave blank for now

Learning Outcomes

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

1. Identify significant movements, designers, events, and contributions in both western and non-western context of graphic design as related to 19th and 20th century graphic design.
 2. Articulate the impact of social, political, economic, and technological developments on visual communication.
 3. Compare formal elements of visual communication across major movements.
 4. Apply the use of period styles with knowledge and understanding of the history of design.
 5. Describe the motivations and theories underlying the conceptual approaches employed by different designers.
 6. Critically reflect on visual media from different design movements.
- Identify notable movements, designers, events, and contributions as related to 19th and 20th century graphic design
 - Articulate the impact of social, cultural, technological, political and economic developments on visual communication
 - Identify formal elements of visual communication of a variety of visual media
 - Apply period styles to design projects with knowledge and understanding of the history of design
 - Describe the motivations and philosophies behind conceptual approaches used by various designers
 - Critically reflect on design movements
 - Analyze visual media within a contextual framework
 - Source and use images ethically; and,
 - Communicate capably with and about images in visual communication

Commented [AB7]: Learning outcomes do not state or reflect EDI principles or Indigenization efforts discussed in memo

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

Final exam:	%	Assignments:	100%	Field evaluation:	%
Quizzes/tests:	%	Lab work:	%	Practicum:	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.) Assignments: ten written or audio reflections, each accompanied by a designed cover that refers to the specific design movement being analyzed. (10% each)

Commented [MB8]: Please provide assignment details.

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.)

Class lectures, presentations, films, and workshops will explore the theories and techniques that underlay the major movements and developments that have led the field. Applied projects strengthen the student's understanding of the material from the lectures and provide the opportunity to critically examine historical design style and the motivations and processes behind the development of the field. Applied assignments strengthen the student's understanding of the material from the lectures and provide the opportunity to critically examine historical design style and the motivations and processes behind the field's development

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	Meggs, Philip B., Alston, Purvis G.	A History of Graphic Design	2016
2. Textbook	Hollis, Richard	A Concise History of Graphic Design	2005
3. Textbook	Drucker, Johanna, and Emily McVarish.	<i>Graphic Design History: A Critical Guide</i>	2013
4. Other	Amanda Horton	"Incomplet" History Podcast "Incomplet Design History" Podcast	
5. Indigenous knowledge	Sadie Redwing	Design & Technology Cloud Salon with Sadie Red Wing	

Commented [AB9]: include full podcast name and character emphasis (ie: 'incomplet design history') to avoid confusion about perceived spelling error

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

Mac Computer, Adobe CC, flash drive, Paper, tracing paper, coloured pencils, black pens, pencils, eraser, x-acto knife, rubber cement, steel ruler, cutting mat, and tape.

Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Commented [MB10]: See my comment in the memo for #8.

Course Content and Topics

- Industrial Revolution and Wood-type Posters
 - In-class viewing: Victorian & Edwardian Newspaper Advertisements, Hatch Show Print
 - In-class: Reflection 1: Industrial Revolution

 - The Beautiful Age (La Belle Époque) and Art Nouveau
 - In-class viewing: Time-travelling back to France's 'Belle Époque', The Belle Époque Posters of Jules Chéret
 - In-class: Reflection 2: Art Nouveau
 - Homework → Podcast: Louise E. Jefferson

 - Arts and Crafts and German Posters
 - In-class viewing: Inside Standen House: William Morris, How was it made? Block printing William Morris Wallpaper, The Graphic Art of Ludwig Hohlwein
 - In-class: Reflection 3: German Posters

 - WWI Propaganda and European avant-garde
 - In-class viewing: How WWI Changed America: Selling the War, Dada: The Original Art Rebels documentary (2016)
 - In-class: Reflection 4: Dada
 - Homework → Podcast: Varvara Stepanova

 - Soviet Revolution and De Stijl
 - In-class viewing: Russian Avant-Garde, Abstract Ideas: 100 Years of De Stijl
 - In-class: Reflection 5: De Stijl
 - Homework → Read: We Need Graphic Design Histories That Look Beyond the Profession

 - Bauhaus and New Bauhaus
 - In-class viewing: Bauhaus 100
 - Homework → Podcast: Ray Eames
 - Watch: The Danger of the Single Story

 - New Typography, American Modernism, and Post-war Optimism
 - In-class viewing: The Bauhaus, the Ring, and the New Typography
 - In-class: Reflection 6: New Typography
 - Homework → Podcast: Afrikan Alphabets work → Podcast: Jacqueline Casey

 - Postmodernism
 - In-class viewing: What is Postmodernism? and Robert Venturi: Architecture's Improper Hero Part 1
 - In-class: Reflection 8: Postmodernism
 - Homework → Podcast: Deborah Sussman

 - Corporate Design
 - In-class viewing: The Ulm School of Design at RMIT Gallery
 - In-class: Reflection 9: Corporate Design
 - Homework → Podcast: Ebony & BLK Magazine

 - The Future of Graphic Design
 - In-class viewing: Danah Abdulla 'Transitions' 2020
 - In-class: Reflection 10: The Future of Graphic Design
 - Homework → Read: What Does It Mean to Decolonize Design?
 - Homework → Watch: Design & Technology Cloud Salon with Sadie Red Wing

 - In-presentation: Show and Share: Students present 10 covers
 - Final Q&A Week 1: Course introduction.
- From the industrial age to the conceptual age. Introduction to Victorian graphics and branding. The evolution of packaging. Project 1 assigned: Victorian style "Creative Woods" brand matchbox.
- Readings: Jones, Ben. 2004. Matchbox Cover Design: The evolution of and the influences on the graphical design of Matchboxes. University of Reading. Chapter 1, Hollis.

Week 2: The Arts and Crafts Movement, Art Nouveau and the Vienna Secession.
 Project 2 assigned: Art Nouveau-style soap package, "Your" brand.
 Student presentations assigned.
 Readings: Chapters 10, 11, 12, Meggs.

Week 3: The beginning of graphic design.
 New Typography. Handouts—"On Typography" Bayer, "The New Typography" Tschichold. Art Deco.
 Readings: Chapter 9, 16, Hollis.

Week 4: Artists as designers—advertising, culture and propaganda. The influence of modern art: impressionism, cubism, surrealism and futurism.
 Pictorial modernism, plakastil and sachplakat. War and propaganda.
 Derivative design, pastiche, and image appropriation. Borrowing from time.
 Project 2 due. Presentations: 1-5
 Readings: Chapter 3, 4, 12, Hollis. Chapter 13, 14, Meggs.

Week 5: Avant-Garde. Modernism in Europe: Russia, Netherlands and Germany.
 Dada, de Stijl, constructivism, expressionism and purism.
 Innovation in design, typography and photography.
 Ethical image use and copyright.
 Project 3 assigned: Constructivist poster.
 Presentations 6-10. Brainstorming current issues.
 Readings: Chapters 5, 6, 7, Hollis.

Week 6: Avant-Garde. Modernism in Europe: Switzerland and Germany.
 The Bauhaus, German Werkbund, and the Swiss Werkbund.
 Presentations 11-15. Readings: Chapter 8, Hollis.
 Film: Bauhaus.

Week 7: Information design: Neurath and Arntz isotypes, Beck's London Underground map, Sutnar's Sweets catalogue, and Eames' interactive exhibits.
 Pre and Post WWII: Italy and Milanese Style
 The International Typographic Style. Project 3 due.
 Presentations 16-20
 Readings: Chapters 14, 15 Hollis. Chapter 18, Meggs.

Week 8: Modernism in America: Exodus from Europe.
 The designer and the art director.
 Presentations 21-25
 Readings: Chapter 11, 13, Hollis. Chapter 17, Meggs. Film: Herbert Matter.

Week 9: The New York School. Innovation in editorial design and advertising.
 Charles and Ray Eames. Project 4 assigned. Great ideas series. Brainstorming influential people. Presentations 26-30
 Readings: Chapter 19, Meggs. Film: Charles and Ray Eames.

Week 10: Corporate identity and visual symbols.
 Presentations 31-35. Readings: Chapter 20, Meggs.
 Film: Art and Copy.

Week 11: American civil rights, free speech, the beatniks, black arts, women's liberation, sexual revolution and the environmental movement. Cuba. Hippies in Vancouver. The occupy movement. Project 4 due.
 Presentations 36-40. Readings: Chapter 18, Hollis. Handouts—Margolin, V. 1988. Rebellion, reform, and revolution: American graphic design for social change. Design Issues, Vol. 5, No. 1 (Autumn, 1988), pp. 59-70. MIT Press.
 Film: Shadows.

Week 12: The conceptual image. Psychedelica, protest posters and new tools.
 Project 5 assigned. Album cover.
 Readings: Chapter 21, Meggs. Presentations 41-50
 Film: Pirate Radio

Week 13: National styles and international influence.
 Post-modern design, new wave, retro and vernacular design.
 The digital revolution. Project 5 due.
 Readings: Chapter 19, 20 Hollis. Chapter 22, 23, 24 Meggs. Film: Milton Glaser.

Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 11, 2024

Subject: Proposal for revision of **GD157 Digital Design Media I**

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: *This course is being revised as part of the review process and to stay relevant to the needs of graphic designers learning digital image making in the current technological landscape. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant and adaptable to new tools and techniques emerging at a rapid rate.*

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 revised to meet the program learning outcomes more effectively. The chart below maps each new course learning outcome to the relevant PLOs and ILOs.

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Develop basic responsive web pages using front-end editing tools.	/ Utilize processes, tools, and technology for graphic design practice	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems

Apply digital imaging skills and technology for visual communication.	/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	/ Demonstrate information competency / Communicate effectively
Use optimal workflow for image management, enhancement, and application.	/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems / Communicate effectively / Engage in collaborative leadership
Describe the digital tools and their operation with industry-specific terminology	/ Analyze visual communication problems using critical thinking skills	/ Analyze critically and imaginatively
Create raster and vector images with appropriate tools.	/ Develop strategies for planning, producing, and disseminating visual communications	/ Initiate inquiries and develop solutions to problems
Identify the purpose of digital imaging in various visual communication contexts.	Demonstrate a working knowledge of the creative industry	/ Demonstrate information competency
Demonstrate ethical use of creative and generative assets.	Apply business practices, ethics, and self-promotional strategies for professional development	/ Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)? N/A

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 \(UNDRIP\)](#).

This is an introductory skills-based course centred on the tools, techniques to create digital images. Projects assigned allow students to draw from their personal perspectives for inspiration. Encouraging a broad scope of project topics instigated by students, this class “establishes an environment that respects, promotes and celebrates knowledge of aboriginal history, language, cultural values, and Indigenous ways of knowing” in accordance with UFV’s Commitment to Aboriginal Peoples. Discussions about respectful design are included in the Content and Topics area.

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

Topics in this course are focused on skills training and the ethical use of imagery. In discussions of ethical image use, topics of representation, ownership, and respectful design allow discussion about creating inclusive outcomes. Project work centers on topics derived by the student's own experiences.

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. N/A

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

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
 REVISED COURSE IMPLEMENTATION DATE: September 2020
 COURSE TO BE REVIEWED (six years after UEC approval): January 2022
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

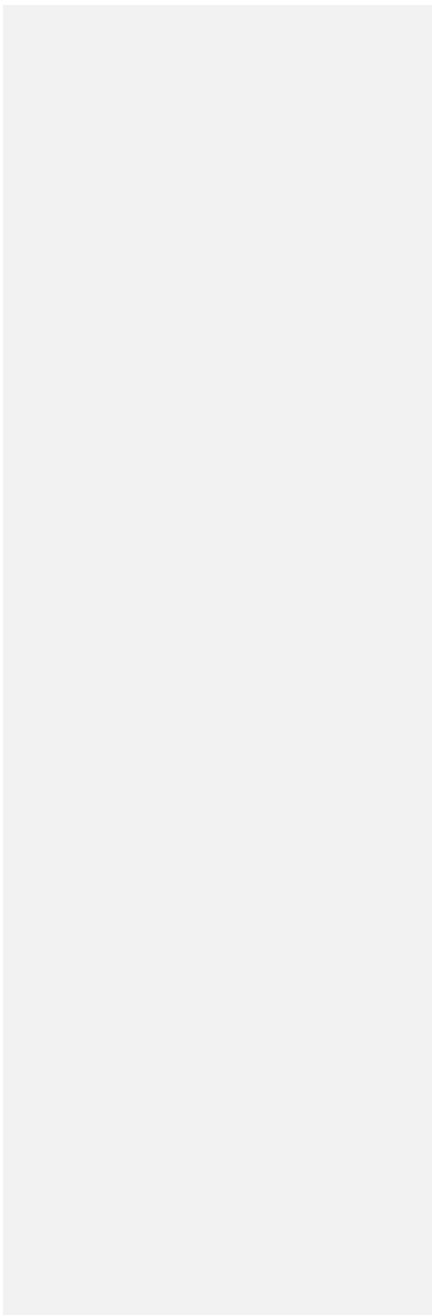
Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GD 157		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Digital Design Media I															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Graphic and Digital Design													
Calendar Description:															
<p>Students are introduced to digital image-making with a foundation in creating and using digital imagery for various outcomes. Students practice industry standard software, tools and techniques while discerning the appropriate process for each task. Students engage in purposeful, content-driven projects and hands-on workshops designed to enhance skills in image creation, utilization, and critical analysis in the context of visual communication.</p> <p>Introduction to digital image-making in both vector and raster formats, using Adobe software, and the use of the right tool for the right task. Content-driven projects combined with workshops focus on image creation, image use, and critical reflection in visual communication contexts.</p> <p>Note: This course uses tools and technology that vary according to current industry practice. Note: Basic computer knowledge is recommended. Note: Adobe CC subscription provided for the duration of the class at no additional cost.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>															
Prerequisites (or NONE):		None.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <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>		Course Details Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: [click to select] No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes Expected frequency: Annually Twice per year Every semester Maximum enrolment (for information only): 24													
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Lecture/seminar	2620														
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Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: [click to select] Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: August 2020													

Commented [AB1]: Students are introduced to digital image-making with a foundation....

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 5

Faculty Council approval	Date of meeting:	January 2020
Undergraduate Education Committee (UEC) approval	Date of meeting:	February 28, 2020



Learning Outcomes

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

1. Describe the digital tools and their operation with industry-specific terminology.
 2. Identify the purpose of digital imaging in various visual communication contexts.
 3. Create raster and vector images with appropriate tools.
 4. Apply digital imaging skills and technology for visual communication.
 5. Use optimal workflow for image management, enhancement, and application.
 6. Demonstrate ethical use of creative and generative assets in digital image creation.
- Describe the capabilities of digital image software.
 - Use software and industry-specific terminology, menus, essential keyboard and navigation shortcuts.
 - Source and use images ethically within a professional code of conduct.
 - Implement best workflow techniques for font management, importing, enhancing, and printing images from scanners and digital cameras.
 - Create raster-format images and vector-based digital graphics and discern which tool to use for which media.
 - Identify formal elements in a variety of visual digital imaging.
 - Communicate capably with and about images in visual communication.
 - Analyze digital image solutions in visual media within a contextual framework.
 - Articulate personal vision through digital graphics to multiple audiences and situations.
 - Execute the requirements for print and digital design projects, utilizing skills to formulate content.

Commented [MB2]: This LO appears in other GD courses. How is this LO different here than in the other courses?

Commented [AB3]: As mentioned in other GD course Lo's - it would be great to see the EDI principles and Indigenization work explicitly described + placed in the class LO's

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

Quizzes/tests:	40%	Assignments:	90%	Field evaluation:	%
Practicum:	%	Shop-work/Project:	40%	Final exam:	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

In Class Exercises 1—7 50%

Written reflection 10%

Project 1: 20%

Project 2: 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.)

Lectures, demonstrations, workshops, tutorials, self-directed skill development.

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	Elizegi, Rebeka	Collage by Women: 50 Essential Contemporary Artists Subscription to Lynda.com	2019
2. Online resource	Adobe Training Tutorials	https://helpx.adobe.com/ca/support/photoshop.html	2024
3. Online resource	Adobe Training Tutorials	https://helpx.adobe.com/ca/support/illustrator.html	2024
4. Textbook	Sherin, Aaris	Design Elements, Using Images to Create Graphic Impact : A Graphic Style Manual for Effective Image Solutions in Graphic Design	
5. Online resource	Hall, Andrew	Illustration	2011

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

Macintosh computer, Flash drive, Adobe CC current edition. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Commented [MB4]: The cost of subscription has to be included in the memo.

Course Content and Topics

- Select images and language that represent diversity, equity, inclusivity in graphic design.
- Introduction to digital image making with vectors and rasters. Understanding available tools and styles of image creation.
- Discuss generative tools and their place in the creation and manipulation of imagery. The role of the designer in creating meaning through image making.
- Discussing image classifications. The different usage of Photoshop and Illustrator. What type of visual communication medium is used in the appropriate context.
- Adobe Illustrator. Pen tool techniques, shapes, pathfinder, bezier curves, points, layers, artboards and organizing files.
- Transformations and using design principles.
- Typography in Illustrator. Character palette, typography key terms, guides, managing fonts, layout.
- Designing with Seamless Patterns.
- Exploring trace techniques and textures. Porting objects from Photoshop to Illustrator.
- Creating dynamic illustrations using organic textures and brush strokes. Create clipping mask, outlines, compound paths, isolation mode. Discuss composition, form, in organic illustrations.
- Working with Images. Introduction to Photoshop as the current industry standard for pixel editing.
- Sourcing images through stock photography (royalty free and licenses), internet searches, digital scanners, best ethical practices.
- Ethical imagery discussion – respectful design and inclusive perspectives for choosing representational imagery. How choices reflect values in the purpose of design.
- Understanding layer styles, blend modes, effects, filters, gamma, and color correction.
- Resizing images for print and web. Preparing files and understanding resolution for quality output.
- Compositing and masking techniques.
- Research and planning the creative digital imaging process with ethically sourced images and concept development (brainstorming, thumbnail drawing, sketching)
- Retouching Techniques: Image manipulation and authenticity. Using tools and techniques to enhance digital imagery in portrait and marketing contexts.
- Exploring physical image making techniques to create original textures and patterns.
- Bringing it all together in a quality file for print.
- Critiquing digital image production through peer review of project work.
- Using vectors to create iconography for print and web. Explore different outputs and preparing quality files for a variety of mediums. Choose a topic of interest and explore vector styles and techniques that best suit the illustration of a set of icons. Consider the audience you are communicating to and the topic you are trying to convey when making design choices. Produce a set of web-ready files and print a selected number as wearable buttons.
- Working with digital imaging to convey a meaningful message and concept to your audience. Combining raster and vector through an original conceptual book cover design. Look for an author, or topic that resonates with you. Use digital imagery to express meaning and address the theme of the book. Be thoughtful and considerate of cultural meanings and contexts when using imagery, textures and patterns. Design and create an animated gif to promote your book online

Week 1: Introduction to digital image making and the Photoshop Interface. Preferences, new document set-up, tools overview, menu overview, palettes, resolution, file sizes, navigation, keyboard short cuts.

Week 2: Working with Images. Introduction to sourcing images through stock photography (royalty free and licenses), internet searches, digital scanners, best ethical practices and using Adobe Bridge. Understanding layer styles, blend modes, effects, filters, gamma and color correction.

Week 3: Compositing Techniques with Layer Mask. Project 1: Collage art using pen tool, refine edge techniques, creating clipping masks, adjustment layers. Working with digital imaging to convey message and concept to your audience. Research and planning the creative digital imaging process with ethically sourced images.

Week 4: Retouching Techniques: How to restore images and photos using clone, patch, healing brush, content aware fill, blur, sharpen, dodge and burn. Discuss how to use tools for magazine touch-ups and visually create pleasing images for your target audience.

Week 5: Project 1 Critique. Gallery walk through of digital images with class presentations and group discussions. How to present your work and introduce your ideas in an audience setting. Reflection if visual communication goals are successful.

Week 6: Introduction to Adobe Illustrator. Pen tool techniques, shapes, pathfinder, bezier curves, points, layers, grouping & stacking order. The different usage of Photoshop and Illustrator. What type of visual communication medium is used in the appropriate context.

Week 7: Understanding the Pen Tool. Project 2. What environment creates vector images and how do we visually communicate story using illustration.

Week 8: Typography in Illustrator. Character Palette, typography key terms, guides, managing fonts, layout.

Week 9: Designing with Seamless Patterns. Reviewing art movements that uses seamless patterns such as art deco. Create bounding boxes using negative and positive space. Scale, skew, transform, alignment, average, constrain.

Week 10: Project 2 Critique. Gallery walk through of Project 2. Discuss challenges of designing a character. Is the character appropriately portrayed visually using illustration tools available. Project 3.

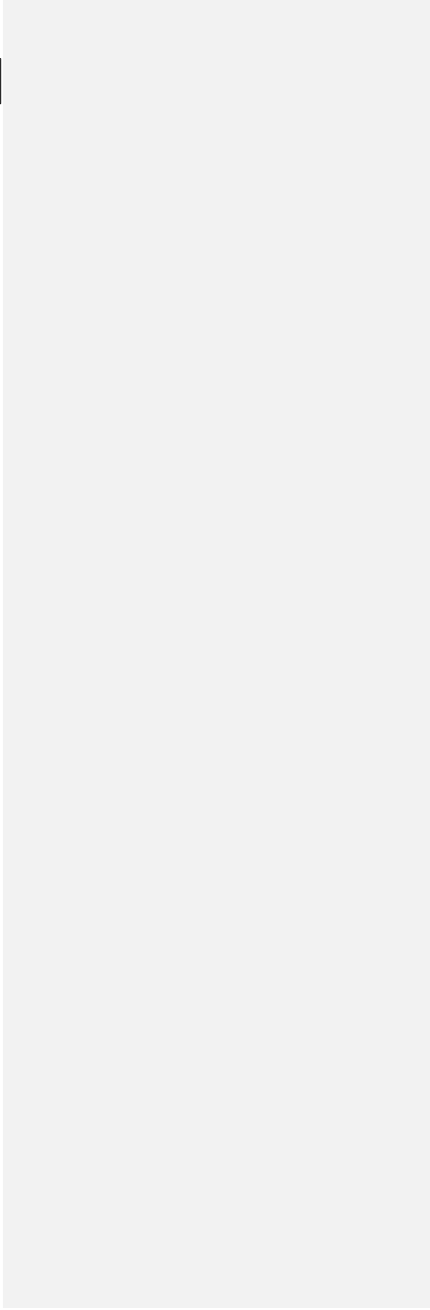
Week 11: Exploring trace techniques and textures. Porting objects from Photoshop to Illustrator. Creating dynamic illustrations using organic textures and brush strokes. Create clipping mask, outlines, compound paths, isolation mode. Discuss composition, form, in organic illustrations. Project 4.

Week 12: Project 3 Critique. Project 3 gallery walk through and class critique. Examine compositions, discuss how we present to an audience. What concepts make a project successful.

Commented [AB5]: this section reads as deeply specific to one offering or syllabus. wondering if projects could be removed, or detailed bullet points refined/summarized further?

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 5 of 5

~~Week 13: Keyboard short-cut quiz in Photoshop & Illustrator. Project 4 Final project due.~~



Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

Subject: Proposal for revision of **GD203 Dynamic Media I: Motion Graphics**

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:

These revisions are part of the six-year review process and elevate the relevancy to the industry standards of graphic designers using motion graphics in visual communication. The streamlined course description and learning outcomes now respond more broadly to current and emerging technology used by the industry. We have added new reference texts, and the course content and topics are now more relevant and adaptable to new tools and techniques used by industry practitioners.

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	Program Learning Outcomes	Institutional Learning Outcomes
Describe the tools and concepts of dynamic media with industry specific terminology.	Utilize processes, tools, and technology for graphic design practice	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems

Apply design principles, animation principles, and basic cinematography to motion graphics.	Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	Demonstrate information competency Communicate effectively
Identify appropriate media to communicate in a time-based environment.	Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems Communicate effectively Engage in collaborative leadership
Develop creative content through storyboarding and animatics.	Analyze visual communication problems using critical thinking skills	Analyze critically and imaginatively
Develop creative content through storyboarding and animatics.	Develop strategies for planning, producing, and disseminating visual communications	Initiate inquiries and develop solutions to problems
Manage creative assets for motion graphics production.	Demonstrate a working knowledge of the creative industry	Demonstrate information competency
Demonstrate technical and ethical knowledge in dynamic media production for moving images and sounds.	Apply business practices, ethics, and self-promotional strategies for professional development	Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?
N/A

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 \(UNDRIP\)](#).

As an introductory course centred on the technical skills of dynamic media, the primary focus is skills training to meet industry standards. Projects assigned allow students to draw from their perspectives for inspiration, and a broad scope of project topics instigated by students is encouraged. To celebrate the knowledge of Aboriginal history works by animators Christopher Auchter from Haida Gwaii and Alan Syliboy from Millbrook First Nation are part of the screening materials and discussions. The class “establishes an environment that respects, promotes and celebrates knowledge of aboriginal history, language, cultural values, and Indigenous ways of knowing” in honour of UFV’s Commitment to Aboriginal Peoples.

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

This course’s topics are skills training and the ethical use of creative assets. In discussions of ethical image use, topics of representation, ownership, and respectful design allow discussion about creating inclusive outcomes. Project work centers on topics derived from the student’s own experiences.

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.

N/A

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

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
 REVISED COURSE IMPLEMENTATION DATE: September 2016
 COURSE TO BE REVIEWED (six years after UEC approval): January 2022
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 203		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Dynamic Media I: Motion Graphics															
Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): Graphic Design													
Calendar Description: Students are introduced to dynamic media emphasizing animation principles, technical skills, and storytelling. Students practice using professional software to produce motion graphics. Students are introduced to dynamic media with an emphasis on animation principles, technical skills, and storytelling. Students will learn professional software to produce motion graphics.															
Note: This course uses tools and technology that vary according to current industry practice. Note: Adobe CC subscription provided for the duration of the class at no additional cost. Introduction to the production of motion graphics with an emphasis on design and graphic time changes for web and video. Design is studied in relation to techniques for editing and composing time lapses, sound, typography, and media integration.															
Note: This course uses tools and technology that vary according to current industry practice.															
Note: Students with credit for _____ cannot take this course for further credit.															
Prerequisites (or NONE):		GD 157.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [click to select No] (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [May be offered in multiple delivery modes click to select]													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td></td> </tr> <tr> <td>Experiential (internship)</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	20	Tutorials/workshops	20	Supervised laboratory hours (design lab)	20	Experiential (field trip)		Experiential (internship)		Total hours	60	Expected frequency: Annually Twice per year Maximum enrolment (for information only): 24	
Lecture/seminar	20														
Tutorials/workshops	20														
Supervised laboratory hours (design lab)	20														
Experiential (field trip)															
Experiential (internship)															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.													
		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)													

Commented [AB1]: pluralise to 'graphics'

Commented [MB2]: Indicate a response.

Commented [MB3]: Indicate a response.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Department approval	Date of meeting: 2024 October 4, 2015 February 23,
Faculty Council approval	Date of meeting: November 2015
Undergraduate Education Committee (UEC) approval	Date of meeting: January 29, 2016

Commented [MB4]: Indicate here the date when the department approved this outline.

Commented [MB5]: Leave blank for now.

Commented [MB6]: Leave blank for now.

Learning Outcomes

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

- Describe the tools and concepts of dynamic media with industry specific terminology, articulate a language of kinetic action through study of techniques representing time lapse, juxtaposition, velocity, and illusion
- recognize the benefits of time-based software and identify respective interfaces
- utilize scenes and create and edit masked and guided layers
- execute simple timeline-based animation
- edit animation with action script
- modify animation actions with present controls
- select desired quality settings for publishing
- add sound to a movie
- create and edit a button
- move graphics along a path
- create, format, and edit text
- create and modify movie clip symbols
- 1. produce individual assignments integrating time-based media
- 2. Develop creative content through storyboarding and animatics.
- 3. Apply design principles and animation principles, and basic cinematography to motion graphics.
- 4. Identify appropriate media to communicate in a time-based environment.
- 5. Demonstrate technical and ethical knowledge in dynamic media production for moving images and sounds.
- 6. Manage creative assets for motion graphics production.

Commented [AB7]: As mentioned in other GD course Lo's - it would be great to see the EDI principles and Indigenization work explicitly described + placed within the class LO's

Commented [EL8R7]:

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

Final exam:	%	Project:	20/100%	Practicum:	%
Quizzes/tests:	20%	Assignments:	60%	Shop work:	%

Details:

- Project 1: Frame to frame animation 20% (itemize assignments if 50% or more, and provide any other relevant information.)
- Project 2: Animation principles 40%
- Project 3: Kinetic type 40%

Commented [MB9]: Please provide details about the assignments, including a breakdown of percentages.

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.)

Lab instruction, tutorials, examination of source files, projects and independent work, audio visual materials, guest speaker.

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	LinkedIn Learning	https://www.linkedin.com/learning/search?keywords=motion%20graphicSubscription-to-Lynda.com	
2. [click to select]Online resource	Adobe Training	https://helpx.adobe.com/support/after-effects.html	
3. [click to select]Indigenous knowledge	Christopher Auchter	https://www.nfb.ca/directors/christopher-auchter/	2017
4. [click to select]Indigenous knowledge	Alan Syliboy	https://www.nfb.ca/directors/alan-syliboy/	2009
5. [click to select]			

Commented [AB10]: Consider listing indigenous + inclusive resources from memo as part of resource materials here

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

Macintosh computer, Flash drive, Adobe CC current edition Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Course Content and Topics

- ~~Exploring the genealogy of animation and motion graphics.~~
- ~~Understanding design principles, psychology and physical factors informing our perception of motion.~~
- ~~Non-western perspectives on animation and storytelling with motion design: reflecting on the work of Indigenous animators in motion graphics.~~
- ~~Animation principles: the imitation and exaggeration of physical features.~~
- ~~Cinematography: camera language and storytelling. Planning and creating compositions for motion.~~
- ~~Introductory software training using current professional-level applications for motion graphics.~~
- ~~Project management and professional practice in the context of motion design for use in design projects.~~

- ~~Genealogy of animation and motion graphic.~~
- ~~Indigenous animators and their works in motion graphics.~~
- ~~Animation principles: the imitation and exaggeration of physics.~~
- ~~Cinematography: camera language and storytelling~~
- ~~Introductory software training for motion graphics.~~
- ~~Project management and professional practice.~~

- Introduction to the psychology and physical factors informing our perception of motion
- Software: capabilities and limitations; terminology and navigation
- Experimental animation and title design
- Creating compositions and interactive design
- Animation techniques: series of projects on an outlined chapter-by-chapter basis
- Working with layers
- Navigating in space
- Displaying time
- Spatial key frames and paths
- Output and delivery
- Reinforcement of software as a tool in the creative process
- Group critiques of individual projects

Commented [AB11]: remove weeks and replace with bullet points
 strikethrough/deleted course content is much more descriptive and helpful for students to grasp content coverage and range of topics

Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 11, 2024

Subject: Proposal for revision of **GD204 Interactive Design II: Web Development for Designers**

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: *This course is being revised as part of the review process and in response to the changing needs of graphic designers learning web design. The course supports the interactive stream of courses in our program and must employ suitable and current language in its description and learning outcomes to reflect evolving practices in the industry. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry in the web development processes. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant.*

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 revised to meet the program learning outcomes more effectively. The chart below maps each new course learning outcome to the relevant PLOs and ILOs.

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes

Develop basic responsive web pages using front-end editing tools.	/ Utilize processes, tools, and technology for graphic design practice	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems
Use typography effectively for accessible and responsive interactive screens. Describe best practices for developing user interfaces (UI).	/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	/ Demonstrate information competency / Communicate effectively
Create and launch a web page.	/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems / Communicate effectively / Engage in collaborative leadership
Evaluate open-source content management systems (CMS)	/ Analyze visual communication problems using critical thinking skills	/ Analyze critically and imaginatively
Implement appropriate user testing for web design.	/ Develop strategies for planning, producing, and disseminating visual communications	/ Initiate inquiries and develop solutions to problems
Apply current coding practices that meet web development standards	Demonstrate a working knowledge of the creative industry	/ Demonstrate information competency
Employ best practices for inclusive and accessible web design and development.	Apply business practices, ethics, and self-promotional strategies for professional development	/ Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)? N/A
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 \(UNDRIP\)](#).

This is a lower-level skills-based course designed to teach all students about the technology and best practices employed in the graphic design industry. Project delivery asks students to draw from their cultural perspectives encourages and pluralistic approach to design. In broadening the scope of

topics available to students, this class “establishes an environment that respects, promotes and celebrates knowledge of aboriginal history, language, cultural values, and Indigenous ways of knowing.” In accordance with UFV’s Commitment to Aboriginal Peoples.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
We believe that this course reflects the principles of EDI through its updated learning outcomes that address the need for inclusive and accessible web design process, a new text that targets inclusivity in the context of digital design has been added, and project work that centers on topics derived by the student’s own experiences.

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. N/A)

8. Estimate of the typical costs for this course, including textbooks and other materials:
Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE: September 2020
 COURSE TO BE REVIEWED (six years after UEC approval): January 2022
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 204	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Interactive Design II: Web Development for Designers													
Course Short Title: Web Development for Designers													
Faculty: Faculty of Humanities	Department (or program if no department): Graphic + Digital Design												
Calendar Description: <p><u>In this course students are introduced to basic web coding to create responsive web pages adhering to contemporary industry standards. The course emphasizes the designer's role in the evolving landscape of online content and interactive development for inclusivity.</u></p> <p>Introduction to designing interactive and responsive pages for the web. Emphasis is on current industry standards and the role of the designer in the development of websites using a professional web-authoring tool within the context of a content management system (CMS).</p> <p>Note: This course uses tools and technology that vary according to current industry practice. Note: Adobe CC subscription provided for the duration of the class at no additional cost.</p> <p>Note: Students with credit for _____ cannot take this course for further credit.</p>													
Prerequisites (or NONE):	GD 157.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)	Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [click to select] No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes Expected frequency: Annually Twice per year Every semester Twice per year Maximum enrolment (for information only): 24												
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td></td> </tr> <tr> <td>Experiential (internship)</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	10	Supervised laboratory hours (design lab)	20	Experiential (field trip)		Experiential (internship)		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Transfer Credit (See bctransferguide.ca)
Lecture/seminar	30												
Tutorials/workshops	10												
Supervised laboratory hours (design lab)	20												
Experiential (field trip)													
Experiential (internship)													
Total hours	60												

Commented [AB1]: suggestion: Introduction to basic web...
 Commented [AB2]: Course emphasizes the designer's...

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Scheduled Laboratory Hours		Transfer credit already exists: Yes
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>		Submit outline for (re)articulation: [click to select] <i>(If yes, fill in transfer credit form.)</i>
Department approval		Date of meeting: September 2019 <u>February 23, 2024</u>
Faculty Council approval		Date of meeting: January 2020
Undergraduate Education Committee (UEC) approval		Date of meeting: February 28, 2020

Commented [MB3]: Indicate here the date when the department approved this outline.

Commented [MB4]: Leave blank for now.

Commented [MB5]: Leave blank for now.

Learning Outcomes

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

1. Apply current coding practices that meet web development standards.
2. Develop basic responsive web pages using front-end editing tools.
3. Describe best practices for developing user interfaces (UI).
4. Use typography effectively for accessible and responsive interactive screens.
5. Implement appropriate user testing for web design.
6. Employ best practices for inclusive and accessible web design and development.
7. Evaluate open-source content management systems (CMS).
8. Create and launch a web page.
1. Employ professional website authoring tools
2. Apply HTML5, CSS3, and JavaScript in front-end development
3. Develop basic responsive web design (RWD) with the appropriate tools
4. Describe the constraints of interactive documents for various online platforms
5. Implement appropriate testing strategies for online platforms
6. Employ open-source content management system (CMS)
7. Visually control text rendering on high-resolution screens
8. Apply typographic grids and hierarchies for user interfaces
9. Create, manage, and modify a website using current web standards

Commented [AB6]: what is appropriate? can a description be included or a more specific adjective (ie: industry standard)

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

Final exam:	%	Assignments:	80/40%	Portfolio:	%
Quizzes/tests:	20%	Project:	—%60%	Practicum:	%

Details:

- Project 1: Website 1.0 - HTML 15%
- Project 2: Website 1.1 - HTML & CSS 15%
- Project 3: Website 2 - CMS Site 30%
- Weekly Exercises 40% (Itemize assignments if 50% or more, and provide any other relevant information.)

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.)

Laboratory instruction, Lecture, Tutorials, Examination of source files, Project and independent study, Audiovisual materials

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	Macaulay, Michael Duckett, John	Introduction to Web Interaction Design With HTML and CSSHTML & CSS: Design and Build Websites	2017 2014
2. Online resourceTextbook	—Frain, Ben	Responsive Web Design with HTML5 and CSS : Develop Future-proof Responsive Websites Using the Latest HTML5 and CSS TechniquesSubscription to Lynda.com	2020
3. Textbook	Truong, DonneyLynch, Patrick	Web Style Guide, 4th Edition : Foundations of User Experience DesignProfessional Web Typography	2016
4. [click to select]Textbook	—Gilbert, Regine M.	Inclusive Design for a Digital World: Designing with Accessibility in Mind	—
5. [click to select]Textbook	—Duckett, John.	Html & CSS : Design and Build Websites	—

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

(Use this section for supplies and materials for all sections of this course.) Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Course Content and Topics

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 4 of 4

Week 1: ~~Introduction to course content: design~~ Design, composition, and construction of interactive page design. Introduction to projects. Discussion: What is inclusive web design? How planning, designing and developing websites for accessibility benefit all users.

Week 2: Introduction to software capabilities and limitations

Week 3: Software navigation and terminology. Introduction to code editing tools and current best practices. HTML5, CSS3 ~~concepts~~ coding to produce interactive and engaging web experiences. within web page

Introduction to course projects. Create a website that is meaningful to you. Reflect on your cultural heritage and community practices to find relevant topics. Design a website that embodies a topic of your choice within this context and aim to educate your classmates and online users through your content selection and development of an interactive experience.

Week 4 & 5: Continuation of project work according to graduated outlines in preceding works; composition of simple images Composing simple pages, considering colour type and ~~and~~ consideration of sound components; implementation ~~implementing~~ of site control; importing 3rd party files; building links within the page and considering interactive components and options through a human-centred lens.

Week 6: Creating and modifying web layouts. Testing / debugging using web developer tools and other online resources in an iterative design process.

How generative tools are changing web design and development. Understanding the role of the designer and using tools ethically and responsibly as part of a development workflow.

Examining open-source content management systems (CMS) and their function in web development. Compare and contrast existing services and options. Learn about the benefits of web design with modular components and databases.

Evaluating hosting service providers, managed and unmanaged Wordpress sites, versus online site builders. Discuss the context of use for each and costs and process of publishing a live site online.

Week 7 & 8: Design challenges of typography Typography on the web; utilizing using text tools and modular grids in multiple screen ~~to~~ design for various screen ports. resolution. What are variable fonts? How does typographic choice and hierarchy enhance accessibility and flexibility for the user?

Week 9 & 10: Scaling web experience for responsive web design (RWD). Explore media queries for various screen sizes. Using industry standards to achieve seamless experiences across different viewports.

Week 11 & 12: Continuation of projects and ongoing individual critiques of work based on visual and sensory literacy

Week 13: Presentations and group critique

Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 23, 2024

Subject: Proposal for revision of **GD281 Applied Photography and Video**

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: *These revisions are part of the six-year review process and needed for the course to remain pertinent to the evolving needs of graphic designers in digital photography and image making. We've simplified the course description and learning objectives for clarity and updated them to align with current industry technology. Additionally, we've enriched the Text and Resources section with newer literature and restructured the course content to better accommodate emerging tools, techniques, and current discourse.*

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	Program Learning Outcomes	Institutional Learning Outcomes
Use professional digital tools to manage, process, and render image files for cross-media applications and distributions	Utilize processes, tools, and technology for graphic design practice	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems

Develop visual storytelling through composition, lighting, framing, and digital manipulation.	Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	Demonstrate information competency Communicate effectively
Demonstrate art direction and execution for photography and videography in studio and on location.	Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems Communicate effectively Engage in collaborative leadership
Demonstrate art direction and execution for photography and videography in studio and on location.	Analyze visual communication problems using critical thinking skills	Analyze critically and imaginatively
Manage the logistic, production, and output of photograph and video projects.	Develop strategies for planning, producing, and disseminating visual communications	Initiate inquiries and develop solutions to problems
Describe current discourse and development in photography and videography in relation to graphic design.	Demonstrate a working knowledge of the creative industry	Demonstrate information competency
Demonstrate ethical use of creative and generative assets.	Apply business practices, ethics, and self-promotional strategies for professional development	Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?
N/A
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 \(UNDRIP\)](#).

This introductory course focuses on the technical skills of photography and videography. The projects assigned to students allow them to draw inspiration from their perspectives, encouraging a broad

range of project topics initiated by the students. This class is committed to creating an environment that respects, promotes, and celebrates knowledge of Aboriginal history, language, cultural values, and Indigenous ways of knowing that align with UFV's Commitment to Aboriginal Peoples.

In addition to technical training, students must read articles such as "Colonization's Lasting Impact on Photography" by Josué Rivas (Mexica and Otomi) to supplement their learning experience. The assigned projects aim to create personal and societal impact through storytelling and co-creation, especially with Indigenous communities.

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

This course's topics are skills training and the ethical use of creative assets. In discussions of ethical image use, topics of representation, ownership, and respectful design allow discussion about creating inclusive outcomes. Project work centers on topics derived from the student's own experiences.

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.

N/A

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

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. Students enrolled in the GDD diploma are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): February 2022
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 281		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Applied Photography and Video			
Course Short Title: Applied Photography and Video			
Faculty: Faculty of Humanities		Department (or program if no department): Graphic and Digital Design	
Calendar Description:			
<p>Introduction to art direction in photography and videography. Students will develop skills in camera operation, lighting techniques, composition, and project management. Learn the basics of video production, editing, and post-production, with an emphasis on creating art-directed images for diverse media platforms. This course introduces art direction in photography and videography. Students will develop skills in camera operation, lighting techniques, composition, and project management and practice the basics of video production, editing, and post-production, with an emphasis on creating art-directed images for diverse media platforms.</p> <p>Introduction to art direction, ideation, and execution of photography and video. Gain technical skills in camera use, lighting, composition, and file preparation for product, figure, portrait, and location photography and video. Projects emphasize shooting art-directed images for multi-platform media applications.</p> <p>Note: This course uses tools and technology that vary according to current industry practice. Note: Adobe CC subscription provided for the duration of the class at no additional cost.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):	GD 157.		
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)	Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No [click to select] (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes [click to select] Expected frequency: [click to select] twice per year Maximum enrolment (for information only): 24		

Commented [MB1]: Indicate a response.

Commented [MB2]: Indicate a response.

Commented [MB3]: Indicate a response.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Typical Structure of Instructional Hours	
Lecture/seminar	30
Tutorials/workshops	30
Supervised laboratory hours (design lab)	
Experiential (field trip)	
Experiential (internship)	
Total hours	60

Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)	
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input type="checkbox"/> Yes <input type="checkbox"/> No Yes	
Department approval	Date of meeting: November 2015
Faculty Council approval	Date of meeting: November 2015
Undergraduate Education Committee (UEC) approval	Date of meeting: February 26, 2016

Commented [MB4]: Indicate here the date when the department approved this outline.

Commented [MB5]: Leave blank for now.

Commented [MB6]: Leave blank for now.

Learning Outcomes

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

- Demonstrate art direction and execution for photography and videography in studio and on location.
- Art direct and execute photography and video for visual communication contexts;
- Visually narrate a concept and/or story using photography and/or video using a design process;
- Plan, coordinate and define constraints for a shoot with multi-platform image requirements;
- Demonstrate proficiency in shooting and lighting subjects in studio and on location;
- Utilize image enhancement techniques to convey mood and voice;
- Prepare image and video files for use in print, digital media and online platforms;
- Apply best practices for colour correction, batch formatting, and file preparation using image-making software;
- Identify current trends in photographic and video image-making in graphic design practice; and
- Adopt ethical practices for image and sound use. Develop visual storytelling through composition, lighting, framing, and digital manipulation.
- Use professional digital tools to manage, process, and render image files for cross-media applications and distributions.
- Evaluate current discourse and development in photography and videography in relation to graphic design.
- Demonstrate ethical use of creative and generative assets.
- Manage the logistics, production, and output of photography and videography projects.

Commented [AB7]: LO verbs seem very simple for 200-level course, consider checking in with Bloom's

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

Final exam:	%	Assignments:	100%	Field evaluation:	%
Quizzes/tests:	%	Project:	%	Practicum:	%

Details:

(Itemize assignments if 50% or more, and provide any other relevant information.)

- Project 1: My life in Pictures 10%
- Project 2: Tone of the Movie 20%
- Project 3: Product Photography 20%
- Project 4: Ad Campaign 40%
- In-Class Video Project 10%

Commented [MB8]: Please provide details about the assignments, including a breakdown of percentages.

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, workshops, software tutorials, field trips for on-location shoots, and guest lecturers (industry professionals).

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	Adobe training Tutorials	https://helpx.adobe.com/ca/support/photoshop.html	2024
2. Textbook	Fancher, Nick	Studio Anywhere: A Photographer's Guide to Shooting in Unconventional Locations	2015
3. Online resource	Meyer, Tim	Shaping Light: Use Light Modifiers to Create Professional Studio and Location Photographs	2014
4. Textbook	Wheeler, Alina	Designing Brand Identity: An Essential Guide for the Whole Branding Team	2012
5. Textbook	Heller, Steven	The Education of an Art Director	2005

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

Studio spaces for this course provide access to Adobe CC, scanners, colour printing as well as DSLR Cameras, photography studio, and light kits. Students must use their own SD Card. Students enrolled in the GDD diploma program are required to have a MacBook Pro laptop. Students not enrolled in the GDD diploma program can access a Mac computer while on campus.

Access to Adobe CC, DSLR Camera, photography studio, and light kits. Students must use their own SD Card.

Course Content and Topics

Week 1: An introduction to photography and video used in the creative industry and current fields of practice. How photography and video are used in brand collateral. The power of visual storytelling and meeting communications objectives for a project. The role of the art director, the client, and the design process – sketching, planning and executing a photo shoot. Step-by-step.

Week 2/3: Product Photography: Considerations for shooting for single image use versus shooting a series e.g. for a print catalogue or online ecommerce; portfolio; advertisement; corporate or editorial. Art directing still photography. Shooting in studio – lighting, camera settings, and perspective. Working smarter. Focusing on constraints – packaging, food, glass, garments, shoes, metal, and art. The rule of thirds.

Week 4: Best practices for colour correction, batch formatting, and file preparation using Adobe Photoshop and/or Adobe Light Room. Creating a soft edge alpha channel selection suitable for catalog and web reproduction.

Week 5: Portrait Photography. Creating emotion and mood through light. Working with faces. Shooting inside and outside, using light and composition. Working with models, ethical practices, image use, permissions and releases. <http://www.capic.ca/en>

Week 6/7: Figure Photography: Shooting people. Art directing groups and single figures. Using lighting, camera settings, and perspective. Image enhancement techniques to convey mood and voice.

Week 8: How photography and video is used in establishing brand essence. Visually narrating a concept and/or story using photography and/or video. Creating storyboards.

Week 9/10: The video production process. Producing and rendering a high quality video in HDR and web format that meets the needs of the client. An introduction to basic editing using Adobe CC. Working with varying sources of media, including DSLR video files, musical files, found footage, written text, with an awareness of copyright issues.

Week 11/12/13: On Location: Sketching ideas and compositions that consider different types of media (print and digital applications), typography, lighting, and unique client constraints. Planning and preparing for on location, including research, scouting locations, team tasks, props, safety and permission. Working with constraints. Scheduling, coordinating and participating in photography/videography of a large product, large set shoot in a team environment. Art directing on location and ensuring all image requirements are shot.

Commented [AB9]: bullet points rather than weekly list. consider consolidating weekly activities to describe broader content covered as opposed to activities

Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: February 12, 2024

Subject: Proposal for revision of **GD303 Dynamic Media II: Storytelling**

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:

This course is being revised as part of the review process and to stay relevant to the needs of graphic designers learning digital image making in the current technological landscape. The course description and learning outcomes have been streamlined for easier understanding and updated for responsiveness to current and emerging technology used by the industry. Newer texts have been added to the Text and Resources area, and the course content and topics are now more relevant and adaptable to new tools and techniques emerging at a rapid rate.

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	Program Learning Outcomes	Institutional Learning Outcomes
Integrate 3D elements, coding, and video in motion graphic production.	Utilize processes, tools, and technology for graphic design practice	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems
Apply character design and acting to motion graphics.	Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	Demonstrate information competency Communicate effectively
Identify appropriate art directions and rhetoric to communicate in a time-based environment.	Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	Use knowledge and skills proficiently Initiate inquiries and develop solutions to problems Communicate effectively Engage in collaborative leadership
Describe Indigenous ways of story expression in creative process.	Analyze visual communication problems using critical thinking skills	Analyze critically and imaginatively
Develop ideas through the interpretation and creation of script for motion graphic.	Develop strategies for planning, producing, and disseminating visual communications	Initiate inquiries and develop solutions to problems
Identify appropriate art directions and rhetoric to communicate in a time-based environment.	Demonstrate a working knowledge of the creative industry	Demonstrate information competency
Manage the production pipeline for dynamic media.	Apply business practices, ethics, and self-promotional strategies for professional development	Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)?

N/A

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 \(UNDRIP\)](#).

This is an introductory course centred on the technical skills of dynamic media. Projects assigned allow students to draw from their personal perspectives for inspiration. Encouraging a broad scope of project topics instigated by students, this class “establishes an environment that respects, promotes and celebrates knowledge of aboriginal history, language, cultural values, and Indigenous ways of knowing” in accordance with UFV’s Commitment to Aboriginal Peoples.

Documentary film “na” featuring First Nations, Métis and Inuit educators, plays an integral role in the learning materials of GD 303 in exploring storytelling and how this tradition of imparting knowledge permeates indigenous cultures and world views.

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

Topics in this course are focused on skills training and the ethical use of creative assets. In discussions of ethical image use, topics of representation, ownership, and respectful design allow discussion about creating inclusive outcomes. Project work centers on topics derived by the student’s own experiences.

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.)

N/A

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

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
 REVISED COURSE IMPLEMENTATION DATE: September 2016
 COURSE TO BE REVIEWED (six years after UEC approval): January 2022
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 303		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Dynamic Media II: Storytelling			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Graphic Design	
Calendar Description:			
<p><u>Students explore design for motion with the emphasis on storytelling through script development, character design and animation. Students also learn technical skills such as integration of 3D elements, coding, and live motion video with dynamic media.</u></p> <p><u>Note: This course uses tools and technology that vary according to current industry practice. Advanced motion graphics techniques for design projects. Skill development includes applying and controlling virtual cameras, 3-D layers, and applied effects. Students will be introduced to character design and begin to integrate live motion video into their projects.</u></p> <p><u>Note: Adobe CC subscription provided for the duration of the class at no additional cost. Note: This course uses tools and technology that vary according to current industry practice.</u></p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		GD 203.	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: [No click to select]	
<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>		<i>(See policy 207 for more information.)</i>	
		Grading System: Letter grades	
		Delivery Mode: [May be offered in multiple delivery modes click to select]	
		Expected frequency: Annually Twice per year	
		Maximum enrolment (for information only): 24	
		Prior Learning Assessment and Recognition (PLAR)	
		PLAR is available for this course.	
		Transfer Credit (See bctransferguide.ca .)	
		Transfer credit already exists: No	
		Submit outline for (re)articulation: Yes	
		<i>(If yes, fill in transfer credit form.)</i>	
Typical Structure of Instructional Hours			
Lecture/seminar	30		
Tutorials/workshops	20		
Supervised laboratory hours (design lab)	10		
Experiential (field trip)			
Experiential (internship)			
Total hours	60		
Scheduled Laboratory Hours			
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			

Commented [MB1]: Indicate a response.

Commented [MB2]: Indicate a response.

Commented [MB3]: Indicate a response.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Department approval	Date of meeting: 2024 October 1, 2016 February 23,
Faculty Council approval	Date of meeting: November 2016
Undergraduate Education Committee (UEC) approval	Date of meeting: January 29, 2016

Commented [MB4]: Indicate here the date when the department approved this outline.

Commented [MB5]: Leave blank for now.

Commented [MB6]: Leave blank for now.

Learning Outcomes

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

- Describe Indigenous ways of story expression in creative process.
- Develop ideas through the interpretation and creation of script for motion graphics.
- Apply character design and acting to motion graphics.
- Identify appropriate art directions and rhetoric to communicate in a time-based environment.
- Integrate 3D elements, coding, and video in motion graphic production.
- Manage the production pipeline for dynamic media. Develop storyboards for motion design projects.
- Develop and integrate rich media assets into motion design projects (audio and video files).
- Develop motion design assets in image-making software (vector and raster).
- Create animatic storyboards.
- Utilize JavaScript coding expression to augment animation.
- Design and rig character for motion design and animation.
- Create and animate 3-D environments with motion design software using virtual cameras.
- Assess varied motion design solutions to client needs.

Commented [AB7]: pluralise graphics

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

Final exam:	%	Assignments:Project:	90100%	Practicum:	%
Quizzes/tests:	%	Attendance & ParticipationAssignment:	040%	Shop work:	%

Details:

- Project 1: Explainer Video 40%
 - Project 2: Character Design 30%
 - Project 3: Character Animation 30%
- 3-Projects

Commented [MB8]: Please provide details about the assignments, including a breakdown of percentages.

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, demonstrations, lab time, individual research and production, 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
1. Online resource	LinkedIn Learning	https://www.linkedin.com/learning/search?keywords=motion%20graphic Subscription to Lynda.com	
2. [click to select]Online resource	Adobe Training	https://helpx.adobe.com/support/after-effects.html	
3. [click to select]Indigenous knowledge	Storytelling: Its Many Form	https://empoweringthespirit.ca/wp-content/uploads/2014/12/storytelling_its_many_forms.pdf	2014
4. [click to select]			
5. [click to select]			

Commented [AB9]: consider listing resources described as 'essential' in memo as part of resource materials here

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

Macintosh computer, Flash drive, Adobe CC-current edition. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

Course Content and Topics

- Indigenous ways of story expression.
- Script interpretation and development.
- Preproduction: storyboard, style guide, and animatics creation.

- Character design, acting, and body language.
- Intermediate software training for motion graphics.
- Production pipeline management and professional practice for motion graphics Online resource.

Weeks 1–4 Character Design and Animation

Applying character animation to a project calling for an animated "mascot".

Weeks 5–9 Video Integration

Integrating video and graphics through motion tracking and keying.

Weeks 9–13 Animating Using Expressions

Students can create a new project or revisit an earlier project and polish it using coding.

Commented [AB10]: move content to bullet points, consider listing principles and themes covered alongside activities

Memo for Course Changes

To: Linda Pardy

From: Jennifer Deon

Date: February 10, 2024

Subject: Proposal for revision of GD450 Design Systems I: Experiential Graphic Design

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 rewritten course description now clarifies the burgeoning practice of experiential graphic design (XGD) and aligns more relevantly with current industry requirements. We have revised the learning outcomes to meet changes in the field, equipping students with the relevant skills to prepare them for industry expectations better.

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 \(ILOs\)](#): *Streamlining and reducing the learning outcomes from eleven to five eliminates redundancies, opaque language, and strengthens the communication of learning objectives.*

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Develop basic responsive web pages using front-end editing tools.	/ Utilize processes, tools, and technology for graphic design practice	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems

Apply digital imaging skills and technology for visual communication.	/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	/ Demonstrate information competency / Communicate effectively
Use optimal workflow for image management, enhancement, and application.	/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems / Communicate effectively / Engage in collaborative leadership
Describe the digital tools and their operation with industry-specific terminology	/ Analyze visual communication problems using critical thinking skills	/ Analyze critically and imaginatively
Create raster and vector images with appropriate tools.	/ Develop strategies for planning, producing, and disseminating visual communications	/ Initiate inquiries and develop solutions to problems
Identify the purpose of digital imaging in various visual communication contexts.	Demonstrate a working knowledge of the creative industry	/ Demonstrate information competency
Demonstrate ethical use of creative and generative assets.	Apply business practices, ethics, and self-promotional strategies for professional development	/ Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No.*
5. Which program areas have been consulted about the change(s)? *None.*
6. 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 \(UNDRIP\)](#).
This course supports students in examining, critiquing, and designing experiences for diverse audiences. It balances conceptual, technical, and communication skills necessary for an upper-level course. Students must read and apply the principles in a broad spectrum of references that prioritize

and aim to normalize inclusive design practices while addressing diverse needs concerning place and space. Inclusive design aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) principles by respecting diversity, involving meaningful participation, promoting non-discrimination, and ensuring accessibility and equal participation in society for all individuals, including those from Indigenous communities.

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

The projects for this course prioritize and aim to normalize inclusive design practices within the realm of experiential design. By allowing students to choose topics and areas of research derived from their experience and interests, the course provides a safe space for expression and experimentation.

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.

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

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2019
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval): September 2024
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 450		Number of Credits: 3 Course credit policy (105)			
Course Full Title: Design Systems I: Experiential Graphic Design					
Course Short Title: Experiential Graphic Design					
Faculty: Faculty of Humanities		Department (or program if no department): Graphic and Digital Design			
Calendar Description: Experiential graphic design (XGD) focuses on human interaction with physical space and objects that emphasize personalized designed experiences in built environments. Critical thinking and user-centered design (UCD) principles are applied to environmental design systems, wayfinding, augmented reality, and digital interfaces (apps). In this <i>Experiential Graphic Design (XGD)</i> course, students will engage in understanding how people interact with physical spaces and objects, with the aim of personalizing experiences within constructed environments. Through exploring case studies, fundamental principles, and methodologies, students will develop the ability to create impactful and meaningful experiences. Note: Adobe CC subscription provided for the duration of the class at no additional cost. Note: Students with credit for _____ cannot take this course for further credit.					
Prerequisites (or NONE):		GD 317 and GD 374.			
Corequisites (if applicable, or NONE):		None			
Pre/corequisites (if applicable, or NONE):		None			
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: [click to select] NO (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select] May be offered in multiple delivery modes May be Expected frequency: Annually Maximum enrolment (for information only): <u>24</u>			
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.			
Lecture/seminar	30	<table border="1"> <tr> <td>Transfer Credit (See bctransferguide.ca.)</td> <td></td> </tr> </table>		Transfer Credit (See bctransferguide.ca.)	
Transfer Credit (See bctransferguide.ca.)					
Tutorials/workshops	5				
Supervised laboratory hours (design lab)	20				
Experiential (field trip)	5				
Experiential (internship)					
Total hours		60			

Commented [MB1]: Indicate a response.

Commented [MB2]: Indicate a response.

Commented [MB3]: Indicate here the maximum enrolment.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 5

Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form.)
Department approval	Date of meeting: February 2018 February 23, 2024
Faculty Council approval	Date of meeting: March 2018
Undergraduate Education Committee (UEC) approval	Date of meeting: September 28, 2018

Commented [MB4]: Indicate here the date when the department approved this outline.

Commented [MB5]: Delete for now.

Commented [MB6]: Delete for now.

Learning Outcomes

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

- 1) • Demonstrate an in-depth understanding of XGD, including its history,
- 2) core principles, various domains, and current importance from different
- 3) perspectives.
- 4) • Evaluate the underlying principles, concepts, and design systems for
- 5) XGD, focusing on how design impacts personalized experiences across
- 6) diverse environments.
- 7) • Critically examine existing XGD case studies to guide future outcomes.
- 8) • Apply XGD principles to craft effective designs, demonstrating practical
- 9) expertise.
- 10) • Synthesize acquired knowledge into practical applications that enable
- 11) and promote meaningful interactions.
- 12) • Develop innovative designs aimed at enriching holistic experiences.

- _____ implement traditional environmental graphic design methodology using brand identity systems, site logic, and research for visual concepts
- _____ identify decision points, circulation paths and sightlines in built environments
- _____ create information systems to guide users within an environment
- _____ examine human interactivity within a spatial environment.
- _____ apply user-centered design principles (UCD) of viability, desirability, and feasibility to design solutions
- _____ identify the subjective side of interaction through touch screens, tradeshow, and displays
- _____ apply methods and tools related to tangible product interactions, graphical screen interactions, and service design strategic interactions.
- _____ use iterative and rapid prototyping as an integral part of the entire design process
- _____ develop mobile applications that use augmented reality for wayfinding that considers a sense of place; enhancing space; and the human experience
- _____ pursue in-depth design projects related to particular human needs and contexts
- _____ design and implement a variety of experiences with human behavior in mind

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

Final exam:	%	Assignments:	70%	Field experience:	30%
Quizzes/tests:	%	Project:	%	Shop work:	%

Details:

- (Itemize assignments if 50% or more, and provide any other relevant information.) Assignment: Developing Context (20%)
 Project 1: Defining, Research, Ideation (20%)
 Project 2: Development, Selection (20%)
 Project 3: Implementation and Testing (20%)
 Project 4: Evaluation/Reflection (20%)

Commented [MB7]: Please provide details about the assignments, including a breakdown of percentages.

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, field research, workshops, experiential learning, teamwork, design processes, indigenization, cross disciplinary collaboration, participatory design, ethnography, UCD user-centered design.

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/Article	O'Rourke, Karen Crouch, Christopher and Pearce, Jane	Walking and Mapping: Artists as Cartographers. A Form of Perception or a Form of Art. Doing Research in Design	2011 2
2. Online resource/Indigenous knowledge	Sovereign Words: Indigenous Art, Curation and Criticism The Society for Experiential Graphic Design	Hiding in Plain Sight: Decolonizing Public Memory. Academic Resources: https://segd.org/education	2018
3. Textbook/Article	Tyler, Ann C Association of Registered Graphic Designers (RGD)	Shaping Belief: The Role of Audience in Visual Communication Access Ability: A Practical Handbook on Accessible Graphic Design	2040 1992
4. Textbook	Calori, Chris and Vanden-Eynden, David	Signage and Wayfinding Design: A Complete Guide to Creating Environmental Graphic Design Systems.	2015
5. Textbook	White, Jason	Experiential Design: Creating the New Visual Experience	2019

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

(Use this section for supplies and materials for all sections of this course.) [Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.](#)

Course Content and Topics

• [Background: What is Experience Graphic Design \(EGD\) and Experience Graphic Design \(XGD\)?](#)

• [Developing Context:](#)

- Examination of the significance of physical and virtual experiences
- Substantiation of responses by considering Meaning, Message, Impact, Innovation, and Path within XGD domains

• [Design process](#)

- [Defining, Research, and Ideation for XGD](#)

• [Three-point signage methodology](#)

• [Design process](#)

- [Development and Selection](#)

• [Design process](#)

- [Implementation and Testing](#)

• [Design process](#)

- [Evaluation/Reflection Weeks 1 to 3](#)

Participatory and people-centered design practice. Introducing the problem-solving process for systems thinking graphic design.

Attitudes or values, basic process for solving problems, and logic or procedure for collecting data.

Identifying experience design problems in wayfinding, community placemaking, UX design, trade shows, environments, public places, educational, and retail environments.

Project 1 assigned, due Week 8: Designing to inform, engage and educate

Defining the problem. Site visit and client brief.

Weeks 4 to 5

Connecting the digital with the physical. Environmental design, systems level design, and interactivity.

Research methodologies for problem solving. Identifying stakeholders, assumptions, constraints, and desires. Conceptualizing through mind mapping and brainstorming, user personas, scenarios and sketches. Introducing augmented reality and user-centric principles.

Working with the built environment, narratives and identifying circulation paths and sightlines. Using participatory design as a research methodology to establish values and attitudes.

Site visit, group research workshops, and concept development.

Weeks 6 to 8

Creating brand touchpoints using digital and physical interactions. Rapid prototyping of design solutions. Principles of UX design.

Preparing a client presentation and case study for the project.

Weeks 9 to 13

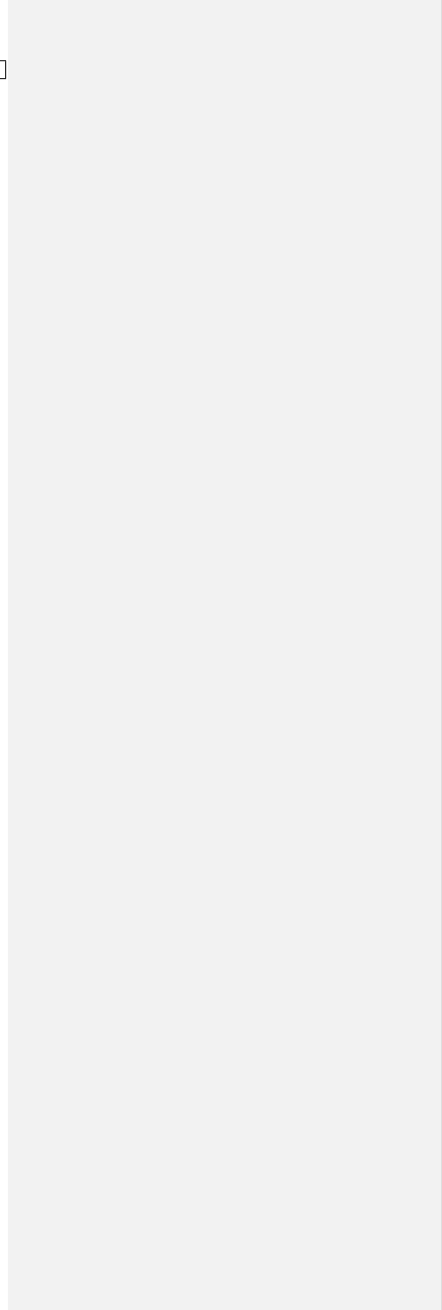
Wayfinding for navigation and accessibility.

Site visit and collecting data.

Identifying stakeholders, assumptions, constraints, and desires. Integrating participatory design methodology. User personas, scenarios and accessibility. Developing graphic standards, focus group testing, and iteration. Creating a brand identity systems and developing visual concepts.

Project 2 assigned and due Week 13.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 5 of 5



Memo for Course Changes

To: Linda Pardy, Chair College of Arts Curriculum Committee

From: Jennifer Deon, Graphic + Digital Design Program Committee Chair

Date: January 30, 2024

Subject: Proposal for revision of **GD498 Directed Study in Graphic Design I**

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: *This course is being revised as part of the review process and to better address the specific needs of professional design practice practicums. The original course was designed in 2014 to accommodate both directed studies and practicums in graphic design. BFA GDD Major requires more succinct learning outcomes to align with the work experience program requirement. Revisions include a practicum specific description and LOs, credit/no credit grading system, 80-hour placement (3 credits), PLAR (for degree completion students who already practice in the industry), revised resources, and new pre-requisites. The pre-requisites ensure students are prepared to meet the expectations of the practicum placement and the hours give the practicum supervisor adequate time to support the studio experience. The hours are consistent with all College of Arts practicum courses.*

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 \(ILOs\)](#):

1. Demonstrate information competency	LO 1, 2, 3, 4, 5, 6,
2. Analyze critically and imaginatively	LO 5
3. Use knowledge and skills proficiently	LO2, 3
4. Initiate inquiries and develop solutions to problems	LO 3, 4

5. Communicate effectively	LO 5, 6
6. Pursue self-motivated and self-reflective learning	LO 1, 2
7. Engage in collaborative leadership	LO 4
8. Engage in respectful and professional practices	LO 3, 4
9. Contribute regionally and globally	LO 3

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Develop basic responsive web pages using front-end editing tools.	/ Utilize processes, tools, and technology for graphic design practice	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems
Apply digital imaging skills and technology for visual communication.	/ Demonstrate functional competence with principles of visual organization, visual language, typography, and theory as applied to visual communication problems	/ Demonstrate information competency / Communicate effectively
Use optimal workflow for image management, enhancement, and application.	/ Produce communication/graphic design, information design, brand identity, interactive design, illustration, and motion graphics projects	/ Use knowledge and skills proficiently / Initiate inquiries and develop solutions to problems / Communicate effectively / Engage in collaborative leadership
Describe the digital tools and their operation with industry-specific terminology	/ Analyze visual communication problems using critical thinking skills	/ Analyze critically and imaginatively
Create raster and vector images with appropriate tools.	/ Develop strategies for planning, producing, and disseminating visual communications	/ Initiate inquiries and develop solutions to problems
Identify the purpose of digital imaging in various visual communication contexts.	Demonstrate a working knowledge of the creative industry	/ Demonstrate information competency
Demonstrate ethical use of creative and generative assets.	Apply business practices, ethics, and self-promotional strategies for professional development	/ Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Which program areas have been consulted about the change(s)? N/A
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 \(UNDRIP\)](#).

This is a work integrated learning course. We aim to integrate ways of knowing beyond human centred design principles through other upper-level GD courses needed by students to prepare for independent study and work placements. Upper-level courses consider systems design as core to impact and a designer's responsibility. For this practicum course, it might very well be students bringing decolonization into the industry.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
This work integrated learning course requires the student to provide a work-plan developed in consultation with a placement supervisor. Course requirements are reflective writing and documentation of the work experience and encourages students to express their perspectives one-on-one with a supervising faculty member and sharing their story publicly on the Graphic and Digital Design blog.
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. N/A
8. Estimate of the typical costs for this course, including textbooks and other materials:
Tuition Fee and student transportation costs as applicable.

Graphic and Digital Design has a differential tuition fee. Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

The estimated cost for a MacBook Pro laptop is between \$2000 - \$3000 and is used for all courses and homework in the program. Students are recommended to purchase this computer at the start of their program and use it for the duration.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014
 REVISED COURSE IMPLEMENTATION DATE: September 2015
 COURSE TO BE REVIEWED (six years after UEC approval): November 2020
 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.

Course Code and Number: GD498	Number of Credits: 3 Course credit policy (105)		
Course Full Title: <u>Directed Study Practicum</u> in Graphic and Digital Design I			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities	Department (or program if no department): Graphic and Digital Design		
Calendar Description:–			
<p><u>This course provides a supervised practical applied experience in professional design practice. Students will have an opportunity to develop skills gained in prerequisite courses and will receive feedback about their competencies from both the instructor and practicum supervisor.</u></p> <p><u>NOTE: Before starting practicum placements, students must sign a practicum agreement. UFV reserves the right not to place a student into a practicum if, in the opinion of the faculty, the student is not ready to be placed. Demonstrate professional knowledge of visual communication practice by applying a culmination of skills, conceptual abilities, and processes to self-directed capstone projects and/or experiential learning. Students must submit a detailed proposal outlining a project, mentorship, or internship for approval.</u></p> <p>Note: Adobe CC subscription provided for the duration of the class at no additional cost.</p>			
<p>Note: Students with credit for _____ cannot take this course for further credit.</p>			
Prerequisites (or NONE):	<u>GD316, GD317 and GD374. Interim prerequisite required. 9 credits 300-level or higher, including 6 credits of 300-level or higher GD.</u>		
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)	Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades/Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only):		
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>8</td> </tr> </table>	Lecture/seminar	8	
Lecture/seminar	8		

Commented [AB1]: consider practical OR applied

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 2 of 4

Supervised laboratory hours (design lab)	42	Prior Learning Assessment and Recognition (PLAR) click to select PLAR is available for this course.
Experiential (work-integrated learning)	12	
Practicum	70 12080	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)
Other contact hours:	28	
Total hours	70 120608 0	
Scheduled Laboratory Hours		
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Department approval	Date of meeting:	February 26
Faculty Council approval	Date of meeting:	August 29, 2014
Undergraduate Education Committee (UEC) approval	Date of meeting:	November 21, 2014

- Commented [MB2]: Indicate here the date when the department approved this outline.
- Commented [MB3]: Leave this blank for now.
- Commented [MB4]: Leave this blank for now.

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. Define professional goals in the context of design practice
2. Identify opportunities and new visual communication projects that support professional goals
3. Implement/Develop a plan, strategy, and schedule with practicum supervisor for the development of new projects and/or experiential learning (mentorship or internship) for experiential learning
4. Prepare creative briefs, strategies, and deliverables specific to a specialization (e.g. interactive design, dynamic media, or branding) to industry standards
5. Demonstrate/Apply a culmination of visual communication knowledge, technical skills, design thinking, and professional skills to an industry standard in a professional presentation of project outcomes
6. Demonstrate professionalism in an industry environment
7. Reflect and report on the practicum and experience
8. Communicate effectively (verbally and in writing) with colleagues and team members
9. Assess visual communications projects and develop comprehensive case studies with evidence-based rationales

Commented [AB5]: LO verbs may need to be pushed further to reflect 400-level course designation.

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

Assignments: Field evaluation:	40-20%	[click to select] Holistic assessment:	_____ % 30%	[click to select]	%
[click to select] Practicum:	50 _____ %	[click to select]	%	[click to select]	%

Details: Credit/no credit

The course will be supported by weekly through regular consultation with the instructor. (30%)
 Practicum: r, industry presentations, guest lecturers, and professional development workshops themed around standards of practice, proposal writing, presentation skills, and case study documentation. Industry mentors may be assigned to individuals depending on the focus of the student proposal. Weekly reporting will require student documentation online. (50%)
 Final deliverables include one field evaluation, blog post and weekly reporting (written reflections). Field trips will be scheduled as appropriate to support the course learning outcomes.

- Student proposal: 20%
- Mid-term student presentation: 20%
- Final student presentation and documented case study: 40%
- Participation, reporting, and weekly consultation: 20% (Week 4 through 13, 2% per week)

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. [click to select] Online resource	Taylor Fig.	https://www.rgd.ca How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators	2010
2. [click to select] Online resource	Heller, S. and Teresa Fernandes	https://gdc.design Becoming a Graphic Designer: A Guide to Careers in Design.	2010
3. [click to select] Online resource		https://www.aiga.org _____	
4. [click to select] Textbook	_____ Association of Registered Graphic Designers	_____ The Business of Graphic Design	_____ Current Ed.
5. [click to select]			

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

Adobe CC Studio spaces for this course provide access to Adobe CC, scanners and colour printing. It is recommended that students enrolled in the BFA GDD major have a MacBook pro but can access a Mac computer while on campus.

Course Content and Topics

Weeks 1 to 3: Students will work with a supervisor (practicum host) to develop a work plan outlining deliverables and timelines. Students will develop a proposal for self-directed projects and/or experiential learning.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Page 4 of 4

~~Weeks 4 to 7: As as per the student proposal.~~

~~Week 8: Students will report on progress to the instructor and supervisor using a progress report platform. Mid-term student presentations.~~

~~Weeks 9 to 12: As per the student proposal.~~

~~Week 13: Final student presentation of learning outcomes. Case study documentation of self-directed project and/or experiential learning due. Final deliverables due (include a blog post with photos and reflections), and practicum host assessment.~~

Memo for Program Changes

To: Linda Pardy

From: Jennifer Deon

Date: February 23, 2024

Subject: Program change (Graphic and Digital Design, 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): *We are adding the new SOCA 105 course as the primary option to the History and Writing requirements in the diploma to offer more breadth and opportunity for academic writing in the context of art and design. Students opting to ladder into the degree from the diploma benefit from the context, reflection and criticality offered in this course.*
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? *SOCA 105 Emphasis is on developing strategies for writing and on writing for both critical reflection and creative development, including how oral and dialogic practices can contribute to writing. Adding SOCA 105 creates another avenue for students to explore Indigenous topics and themes in their work.*
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? *The impact will have a positive impact on program enrolment by offering more choice and therefore flexibility on choosing courses within 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? N/A

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

https://www.ufv.ca/calendar/current/ProgramsF-L/GD_DIP.htm#program-outline

Academic Calendar 2023/24

GRAPHIC AND DIGITAL DESIGN

[ufv.ca/academic-design](https://www.ufv.ca/academic-design)

Graphic and Digital Design diploma

Program outline

The following courses will be included in the 60-credit diploma. The order of course offerings is at the discretion of the department, but required courses will be offered once for each cohort.

Foundation

Core skills

Course	Title	Credits
GD 154	Typography I	3
GD 157	Digital Design Media I	3

GD 159	Digital Design Media II	3
VA 101	Figure Drawing	3
or VA 113	Introduction to Drawing	
GD 281	Applied Photography and Video	3
GD 316	Print and Digital Production	3

History and writing

Course	Title	Credits
AH 203	History of Posters: The Art of Persuasion	3
or GD 102	History of Graphic Design	

Commented [LP1]: I am a bit confused. Is this One of AH 203 or GD 102 and then on the next page One of SOCA 105, CMNS 125 or ENGL 105. Right now it reads like AH 203, GD 102, SOCA 105, CMNS 125 and ENGL 105 are all option to select from of 3 credits. If the latter is true say One of and then list all the courses and remove all the "Ors"

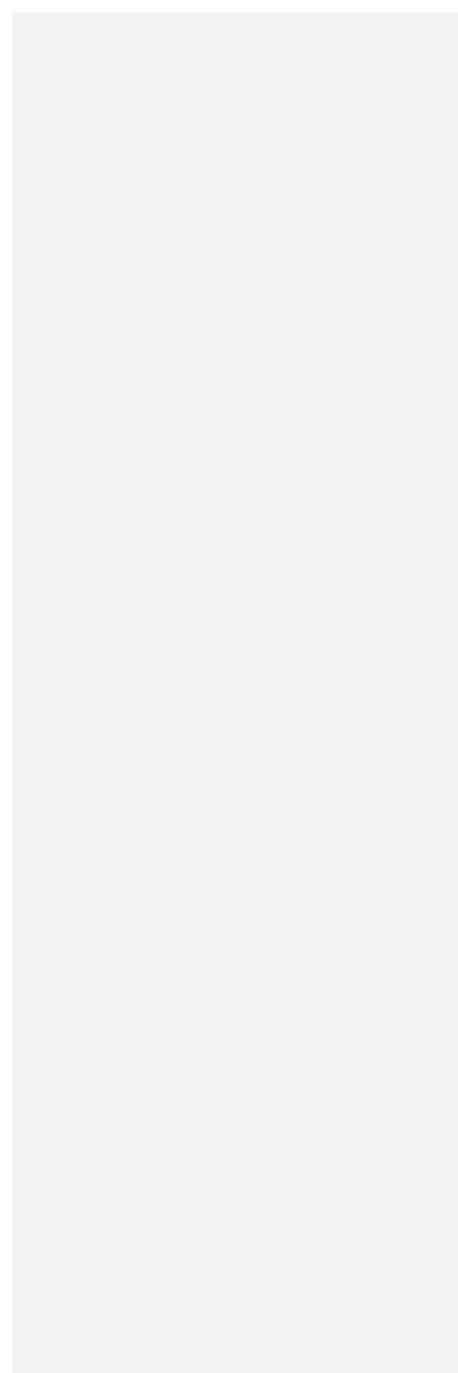
Commented [JS2R1]: @Linda, it's one of: SOCA105 or CMNS125 or ENGL105. That's why the 3 credits next to CMNS125 is crossed out. I agree the table is a bit confusing but that's how they all are.

Commented [3R1]: Hi Jenna I realize the older format of the calendar used this system - but as we revise calendar copy we are saying One of. Attached an example of the revised calendar copy for the General Studies Diploma. This is the format we are moving towards.

SOCA 105	<u>Ways of Writing About Art, Design, Digital Media, and Visual Culture</u>	3
or CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
or ENGL 105	Academic Writing	

Creative practice

Course	Title	Credits
GD 101	Fundamentals of Design	3
GD 202	Interactive Design I: Foundations in Web Design	3
GD 203	Dynamic Media I: Motion Graphics	3
GD 204	Interactive Design II: Web Development for Designers	3



or CIS 145	Web Publishing	
GD 216	Illustration for Visual Communication	3
GD 260	Graphic and Digital Design I	3
GD 317	Graphic and Digital Design II	3
GD 358	Interactive Design for Portfolio	3
GD 361	Portfolio Development for Visual Communication	3
GD 374	Brand Identity I: Design	3
MEDA 222	Design Ethos and the Creative Practitioner	3
or BUS 120	Essentials of Marketing (see Note)	

One of:		3
GD 254	Typography II	
GD 303	Dynamic Media II: Storytelling	
GD 304	User Experience Design	
GD 375	Brand Identity II: Packaging	

Note: Students choosing BUS 120 require BUS 100 as a prerequisite.

ACADEMIC CALENDAR 2023/24

GRAPHIC AND DIGITAL DESIGN

ufv.ca/graphic-design

Graphic and Digital Design major

This section specifies the Graphic and Digital Design major requirements only. Please refer to the **Bachelor of Fine Arts** section for information on additional requirements. Students who have completed the Graphic and Digital Design diploma should consult with an Academic Advisor regarding laddering into this major in the BFA degree.

The Graphic and Digital Design major culminates in upper-level courses that require a series of sequential skills obtained over several semesters. Some GD courses are only offered annually. Students should make strategic course selections over at least a two-year period to ensure timely program completion.

Students will complete requirements in three curriculum areas:

- Creative practice (54 credits)
- Professional practice (24 credits)
- Theory, criticality, and context (18-20 credits)

Lower-level requirements: 48 credits

Creative practice: 36 credits

Course	Title	Credits
GD 101	Fundamentals of Design	3
GD 154	Typography I	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
GD 203	Dynamic Media I: Motion Graphics	3
GD 204	Interactive Design II: Web Development for Designers	3
CIS 145	Web Publishing	
GD 216	Illustration for Visual Communication	3



GD 254	Typography II	3
GD 260	Graphic & Digital Design I	3
GD 281	Applied Photography and Video	3
VA 101	Figure Drawing	3
VA 113	Introduction to Drawing	

Theory, criticality, and context: 12 credits

Course	Title	Credits
AH 203	History of Posters — The Art of Persuasion	3
GD 102	History of Graphic Design	
BUS 120	Essentials of Marketing	3
MEDA 222	Design Ethos and the Creative Practitioner	
Two of:		6



AH, ANTH, ECON, ENV, GEOG, HSER, POSC, PSYC, SOC, or SOWK

Upper-level requirements: 48-50 credits

Creative practice: 18 credits

Course	Title	Credits
GD 303	Dynamic Media II: Storytelling	3
GD 316	Print and Digital Production	3
GD 317	Graphic and Digital Design II	3
GD 374	Brand Identity I: Design	3
GD 375	Brand Identity II: Packaging	3
GD 403	Dynamic Media III: Titling and Video	3
GD 302	Interactive Design III — Applied Web	

Professional practice: 24 credits

Course	Title	Credits
GD 357	Digital Project Management for Creative Practitioners	3
GD 358	Interactive Design for Portfolio	3
GD 361	Portfolio Development for Visual Communication	3



GD 450	Design Systems I: Experiential Graphic Design	3
GD 460	Design Systems II: Transmedia Solutions	3
GD 462	Visual Communication Capstone Project	6
One of:		3
ARTS 380	Practicum/Internship II	
COOP 110	Co-op Work Term Performance and Report I (see Note)	
GD 498	Directed Study <u>Practicum</u> in Graphic Digital Design I	
GD 499	Directed Study in Graphic Digital Design II	

Note: COOP credits not used toward program requirements can be used toward elective requirements in the BFA degree.

Theory, criticality, and context: 6-8 credits

Course	Title	Credits
GD 304	User Experience Design	3
One of:		3-5
GEOG 464	Community Planning and Development: Local Applied Studio	
GEOG 466	Community Planning and Development: International Studio	
MEDA 469	Design Thinking for Creative Leadership	



Residency

At least 50% of the upper-level credits for the major must be completed at UFV.

Declaration requirements

Students declaring the GDD major must have completed 30 credits with a CGPA of 2.0 or better. At least nine of the 30 credits completed must be in GD courses.

Students are required to purchase a MacBook Pro laptop computer according to specifications provided by the department. Please contact the GDD Lab Coordinator upon declaration to arrange equipment configuration and Adobe access.

For further information on the declaration process, please see the **BFA section** of the calendar.

Course listings

For complete details on courses see the **course descriptions** section.

Return to main Graphic and Digital Design page



University of the Fraser Valley
33844 King Road Abbotsford, BC
Canada V2S 7M8
604-504-744





MEMO

To: Linda Pardy

From: Sylvie Murray

Cc: Tara Kaszonyi, Mark Fischer

Subject: Program Changes Budget Approval: Graphic and Digital Design Diploma, Graphic & Digital Design, Faculty of Humanities, College of Arts

Date: FEBUARY 27, 2024

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the implications the proposed changes to the Graphic and Digital Design Diploma, and I approve its submission to CACC and UEC for curriculum review. I have informed Communications and English that the addition of SOCA 105 to the writing requirement for the Diploma will have a small but negligible impact on demand for CMNS 125 and ENGL 105.

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
5048544515@ufv.ca

From: [Rashad Mammadov](#)
To: [Sylvie Murray](#); [Heather McAlpine](#)
Cc: [Jennifer Deon](#); [Linda Pardy](#); [Tara Kaszonyi](#); [Mark Fischer](#)
Subject: Re: addition of SOCA 105 to GDD diploma
Date: February 28, 2024 12:44:35 PM
Attachments: [image001.jpg](#)
[image002.png](#)

Hi Sylvie,

Apologies for the late reply.

Although the numbers are not significant at this point, it would be beneficial to consult with GDD about the path forward concerning the entire spectrum of program relationships.

Sincerely,
Rashad

From: Sylvie Murray <Sylvie.Murray@ufv.ca>
Date: Tuesday, February 27, 2024 at 2:59 PM
To: Heather McAlpine <Heather.McAlpine@ufv.ca>, Rashad Mammadov <Rashad.Mammadov@ufv.ca>
Cc: Jennifer Deon <Jennifer.Deon@ufv.ca>, Linda Pardy <Linda.Pardy@ufv.ca>, Tara Kaszonyi <Tara.Kaszonyi@ufv.ca>, Mark Fischer <Mark.Fischer@ufv.ca>
Subject: addition of SOCA 105 to GDD diploma

Hello colleagues,

As part of my budgetary review of the GDD diploma change (addition of SOCA 105 as an alternative to CMNS 125 or Engl 105), I've noted that it might have a small but negligible impact on demand for CMNS 125 and ENGL 105. The number of diploma students is not large, and the demand on CMNS 126 and ENGL 105 heavy, so I'm not concerned about this. But I wanted to let you know.

Please let me know if there's anything I've neglected to consider. (And, if the consultation had already taken place, my apology for the duplication).

Relevant information on the change can be found here: [GD DIPLOMA minor change](#)

Thanks,
Sylvie

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences

Sylvie.murray@ufv.ca

604-854-4515

Toll Free (Canada): 1-888-504-7441 x4515



I respectfully acknowledge that I live and work on the traditional, ancestral, and unceded land of Stó:lō, People of the River. Long before Canada was formed, Stó:lō communities occupied the land on which UFV is located. The Stó:lō traditional territory in the Fraser Valley and Fraser Canyon extends from Yale to Langley, B.C., which is where the upriver dialect of Halq'eméylem is spoken. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing in the curriculum.

Memo for Course Changes

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

Subject: Proposal for revision of HALQ 101

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:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
 - b. Calendar description – The calendar description has been updated to reflect current academic calendar practices and to focus on the basic overview of the course.
 - c. Learning outcomes – The learning outcomes have been updated to reflect the current landscape of Halq'eméylem language learning.
 - d. Texts – The textbook selections have been updated.
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 \(ILOs\)](#): The changes are minor.
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 required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted

with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
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 \(UNDRIP\)](#). This course is a cornerstone in UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to important efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HALQ 101	Number of Credits: 3 Course credit policy (105)
Course Full Title: Halq'eméylem Language 1	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Humanities	Department (or program if no department): Modern Languages
Calendar Description:	
<p>Halq'eméylem 101 is an introductory course in the Halq'eméylem language (Upriver dialect). Students will do work on learn important aspects of pronunciation, vocabulary and grammar. Students will work with an instructor and with an Elder fluent in the language, and will use audiovisual techniques, drill patterns, flashcards, pictures and videotapes. The course will also include linguistic instruction in grammar and pronunciation, including relevant aspects of the International Phonetic Alphabet. At the end of the course, students will have learned between 450 and 500 high-frequency words in the language and will have had an overview of the pronunciation and the major grammatical structures of the language.</p> <p>Halq 101 is an introduction to the Stó:lō First Nations' Upriver Halq'eméylem language. Students learn to speak, read, and write the language; examine pertaining pronunciation, basic sentence patterns, counting systems, and essential vocabulary; and discover how these aspects. Will be provided within various learning environments; inclusion of on-line, to enhance one's learning. interconnect to the Stó:lō's Indigenous world view</p> <p>Note: Students with credit for cannot take this course for further credit.</p>	
Prerequisites (or NONE):	None
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 26
Typical Structure of Instructional Hours	
[click to select]Lecture/seminar	3045
[click to select]Tutorials/workshops	15
[click to select]	
[click to select]	
[click to select]	
Total hours	4560
Prior Learning Assessment and Recognition (PLAR)	
PLAR is available for this course.	
Transfer Credit (See bctransferguide.ca .)	
Transfer credit already exists: NoYes	
Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>	
Department approval	Date of meeting:
Faculty Council approval	Date of meeting:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

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

By the end of Halq'eméylem 101 students should have acquired the tools to:

1. ~~Communicate accurately in a variety of everyday situations;~~
2. ~~1. Have a basic understanding of the Practice~~ pronunciation of all unique sounds, with good the ability to produce the basic sounds of articulation;
3. ~~2. Express simple ideas / opinions in Halq'eméylem and produce short sentences (see specific conversational and grammar objectives in the course content);~~
3. ~~Write the language correctly and understand issues in the spelling system; students will practice writing the language at each class, and in homework, in a combination of dictations, vocabulary quizzes, and related assignments.~~
4. Discuss how the Halq'eméylem language is embedded within culture (Indigenous worldview)

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

Assignments:	<u>25</u> %	Final exam:	<u>30</u> %	[click to select]	%
Quizzes/tests:	<u>45</u> %	[click to select]	%	[click to select]	%

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Mid-term exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	15% - Assignments
In-class presentation	10% - Assignments

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.)

The course takes a communicative approach, dealing as much as possible with authentic language sources. Students play vocabulary-learning games, follow TPR exercises, and practice and act out short conversations and dialogues. This is mixed in with short periods of grammar and pronunciation instruction. Students also work in a language-lab setting, using the language-lab features of the 'Talking Dictionary'.

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 Indigenous knowledge	Coqualeetza Centre Sto:lo Nation self-published	S'elh Halq'eméylem Wisdom of the Edlers: ('Our Halq'eméylem word list') (Halq'eméylem Language textbook Sto:lo Nation self-published)	1980 2002
2. Indigenous knowledge	Sto:lo Nation self-published Coqualeetza Centre	Sounds of Sto:lo (pronunciation guide on CD-ROM, Sto:lo Nation self-published) CD: Halq'eméylem Alphabet Card	2014 00
3. Indigenous knowledge [click to select]	Sto:lo Nation self-published	Spirit of the Sto:lo (CD-ROM games, Sto:lo Nation self-published)	2004
4. Indigenous knowledge [click to select]		Talking Dictionary (3,500 vocabulary items, with sound playback on computer, many items recorded with two speakers in two forms)	
5. [click to select]			

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

~~In addition to the CD-ROM games and textbooks above, students will be given access to the Talking Dictionary of the Halq'eméylem Language (to be distributed on CD-ROM, in prep. at Sto:lo Nation). The Talking Dictionary includes a language lab feature, which allows the students to record their own voices and play them back. Students will be required to spend a minimum of six hours working in the language lab (though much more time will also be available, optionally), as well as playing computer games that precisely match the current course topics available on Spirit of the Sto:lo.~~

Course Content and Topics

- Pronunciation drills
- Classroom phrases, Halq'emeylem phoneme chart;
- Place of articulation, gender; singular and plural and verbs
- Greetings and family units, past and present tense, We and You Folks.
- Sto:lo First Nation Bands, Yes/NO questions
- Colors and clothing, possessives, My and Your
- Counting and days of the week, possessives Our and Your Folks.
- Head parts and seasons, regular nouns, proper names and his/her possessors.
- Weather and animals, intransitive and transitive verbs.
- Food items, forming simple yes/no questions with nouns, developing basic sentences; I, you, we, and you folks.
- Cultural activity; craft or guest speaker: brief examination of the Sto:lo Seasonal Chart, incorporating Sto:lo Worldview.

Pronunciation

Overview of all sounds, followed by focus on the following topics:

- Velar vs. uvular stops
- Rounded vs. unrounded stops (k vs kw, q vs. qw, etc.)
- Lateral Fricative (lh)
- Long vs. Short vowels (e.g. i: vs. i, etc.)

At the end of the course, students should be able to produce and recognize these sounds with basic accuracy.

Communicative Interactions

- Understand and respond to common greetings.
- Ask about and introduce self and family (including basic terms for family relations, up to two generations).
- Ask about and say where self, friends, and family are from (including knowledge of your own band name, and some of the major band names in Sto:lo territory).
- Ask about and answer basic questions about the weather and days of the week (e.g. 'It was rainy on Monday', 'It will be sunny on Tuesday', etc.).
- Know terms for basic body parts, clothing, and colours.
- Ask for and respond to common questions and commands related to the dinner table, including terms for common foods.
- Be familiar with the protocol surrounding cultural naming ceremonies, and be able to produce and understand basic vocabulary items associated with this ceremony.
- Count to 100 using the basic numerical system.

Vocabulary Learning

- Students will be responsible for learning 30-35 words each week, for an approximate total of 450-500 words by the end of the course. The words will be selected from the Talking Dictionary groupings, covering topics related to communicative interactions as described above combined with selected high-frequency items.

Grammar

- Possessive pronouns
- Emphatic pronouns
- Subject clitics (-tsel, -tset, -chexw, -chap)
- Yes/no questions (two types)
- Future and past marking
- Simple command forms

Wh-questions (where is... where is...from...)

Memo for Course Changes

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

Subject: Proposal for revision of HALQ 102

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:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
 - b. Calendar description – The calendar description has been updated to reflect current academic calendar practices and to focus on the basic overview of the course.
 - c. Learning outcomes – The learning outcomes have been simplified to remove wordiness
 - d. Texts – The textbook selections have been updated.
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 \(ILOs\)](#): The changes are minor.
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 required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted

with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
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 \(UNDRIP\)](#). This course is the second in the series of four that serve as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. The courses also discuss the undeniable link between language and culture, and emphasize Sto:lo worldview.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course is open to Indigenous and non-Indigenous students, and the instructor makes a point to acknowledge and welcome all learners while discussing their motivations and goals for taking the course. This provides another opportunity for discussions about diversity and inclusion.
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: There should be no additional costs associated with this course.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HALQ 102		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Halq'eméylem Language 2			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Language	
Calendar Description:			
Halq'eméylem 102 is a continuation of HALQ 101. Students advance their Halq'emeylem knowledge and skills in reading, writing, and speaking the language. This course follows the goals and methods of HALQ 101. At the end of the course, students will have learned an additional 400 to 500 high-frequency vocabulary items, and will have mastered the entire sound system of the language and the major grammatical structures in some detail. Students will also have begun studying texts in the language.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		HALQ 101	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	345	Delivery Mode: May be offered in multiple delivery modes	
Tutorials/workshops	105	Expected frequency: Annually	
[click to select]		Maximum enrolment (for information only): 26	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	4560	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: NoYes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

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

By the end of Halq'eméylem 102 students should have acquired the tools to:

1. Communicate accurately in a new set of everyday situations.
- 2.1. Have advanced in their understanding, so that they can produce and discriminate among all of the sounds in the language.
2. Express Examine new sentence patterns at a more advanced level and be able to process selections from real traditional stories produce short sections of those stories.
3. Incorporate new vocabulary into sentences
4. Students will continue to work on writing Write in the language, including dictations based on stories, reporting in small work groups and completing short writing assignments.

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

Assignments:	25%	Final exam:	30%	[click to select]	%
Quizzes/tests:	45%	[click to select]	%	[click to select]	%

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Mid-term exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	15% - Assignments
In-class presentation	10% - assignments

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.)

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101. This is now combined with a study of transcribed texts, mainly based on traditional oral stories.

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	Sto:lo Nation self-published	S'olh Halq'eméylem ('Our Halq'eméylem') (Halq'eméylem Language textbook Sto:lo Nation self-published)	2002
2. Indigenous knowledge [click to select]	Sto:lo Nation self-published	Sounds of Sto:lo (pronunciation guide on CD-ROM, Sto:lo Nation self-published)	2000
3. Indigenous knowledge [click to select]	Sto:lo Nation self-published	Spirit of the Sto:lo (CD-ROM games, Sto:lo Nation self-published)	2004
4. Indigenous knowledge [click to select]		Talking Dictionary (3,500 vocabulary items, with sound playback on computer, many items recorded with two speakers in two forms)	
5. [click to select]			

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

In addition to the materials listed above, students will receive at least one text in a joint CD-ROM and audio version, with linguistic notes and phonetic transcription.

Course Content and Topics

- Review of Halq 101, Classroom phrases, phoneme chart; diphthong chart; ey to ew; and phrases and Grammar: review uses of sentence pattern, It is good/impossible or alright... (I)kw'els-Verb, (You)-kw'as-Verb, (We) kwes-Verb-tset and (You Folks)kwes-V-elep.
- Greetings, and Family; vocabulary and phrases, third person 'es' concept.
- General counting system; one to ten, and by tens to one hundred; examining root, suffixes and phrases.
- Sto:lo Band Names and Weather; words and phrases, emphatic pronouns.

- Colors and Clothing; vocabulary and phrases, concept of "The" , three variations.
- Preparation for the mid-term examinations; oral and written components.
- Diphthongs continuations; from iw to aw; words and phrases, counting money and people; #1-10 and by tens to one hundred; examining root, suffixes and phrases.
- Time and Body parts; vocabulary and phrases, "tlo" it is and it is my.
- Months (6) and their traditional meanings, object pronouns.
- Animals; vocabulary and phrases, Negation, I and You.
- Vegetables and Fruit, vocabulary and phrases, Negation; We, You Folks and he/she/it.

Pronunciation

Overview of all sounds, review of pronunciation topics covered in 101 and 102, followed by focus on words with special tonal patterns. At the end of the course, students should be able to produce and recognize all sounds in the language, including those with special tonal patterns.

Communicative Interactions

- Students should be able to ask and talk about people's emotional states, and emotional reactions to situations.
- Students should be able to use the special forms of verbs with lexical suffixes for talking about body parts (i.e., special verbal forms for acting on the head, body, hair, etc.).
- Students should be able to count to 100 using the special affixes for counting hours, and use these in asking and answering questions about time.
- Understand the protocol related to puberty and pregnancy, Understand the protocol related to a death in the community, and be able to produce and understand important vocabulary related to this situation (e.g. 'alder', 'cleansing', 'smokehouse', etc.)
- Student should be able to read and understand completely two spontaneous stories told by elders (recorded onto audio-CD), and translate all parts of those stories.—Each student must be able to tell a selection from the story they have studied, in front of the class, without aids and in their own words, entirely in Halq'eméylem.

Vocabulary

- Students will be responsible for learning 30-35 words each week, for an approximate total of 450-500 words by the end of the course. The words will be selected from the Talking Dictionary groupings, covering topics related to communicative interactions as described above combined with selected high-frequency items.

Grammar

- Endings related to body parts ('somatic lexical suffixes')
- Transitives with 3rd person subjects and 1st person objects.
- Transitives with 3rd person subjects and 3rd person objects.¹
- Subordinate clauses with 1/2 sg. 'possessive' subjects (kw'els, kw'as)

¹ In case you notice a gap in all the possibilities covered here, it might be useful to point out that 3rd person subjects cannot occur with 2nd person objects in Halq'eméylem; a passive form with similar meaning must be used (covered in 104).

Memo for Course Changes

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

Subject: Proposal for revision of HALQ 201

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:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
 - b. Calendar description – The calendar description has been updated to remove outcome statements and instead focus on the general purpose of the course.
 - c. Learning outcomes – The learning outcomes have been simplified to remove wordiness and to match the standard introductory statement.
 - d. Texts – The textbook selections have been removed because the course uses spoken word, conversations, and other resources to enhance students' language learning.
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 \(ILOs\)](#): The changes are minor.
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 required by the Indigenous Studies program. The changes

proposed will not affect the use of this course in the IS program, and the course reviewer consulted with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.

5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
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 \(UNDRIP\)](#). This course is the third in the series of four that serve as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. One of the outcomes from this course is that students will produce short original written texts which may, hopefully, contribute to the body of Halq'emeylem text resources.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course content includes discussion of key features of Sto:lo culture, such as the Sto:lo seasonal chart, providing an opportunity for reflection on diverse worldviews.
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: There should be no additional costs associated with this course.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HALQ 201	Number of Credits: 3 Course credit policy (105)
Course Full Title: Intermediate Halq'eméylem 1	
Course Short Title: (To be assigned by OReg based on university standards.)	
Faculty: Faculty of Humanities	Department (or program if no department): Modern Languages
Calendar Description:	
Halq'eméylem 201 is an intermediate course in the Halq'eméylem language. At the end of the course, students will have acquired an additional 450-500 vocabulary items (for a total, with prerequisites, of approximately 1500 vocabulary items). Students will have gained control of all of the major inflectional endings in the language and will be expected to translate extended texts without vocabulary aids. The course will also cover issues in dialectal variation in Upriver speech, and comparison between Upriver vs. Downriver and Island dialects. The course is designed to be challenging and fun, and the students who complete it will have a strong, solid, foundation in the language. They examine and practice new grammatical sentence patterns using oral, written, and reading approaches.	
Note: Students with credit for _____ cannot take this course for further credit.	
Prerequisites (or NONE):	HALQ 102
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): (<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>)	Course Details Special Topics course: No (<i>If yes, the course will be offered under different letter designations representing different topics.</i>) Directed Study course: No (<i>See policy 207 for more information.</i>) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 26
Typical Structure of Instructional Hours	
Lecture/seminar	3045
Lecture/seminar	15
[click to select]	
[click to select]	
[click to select]	
Total hours	4560
Scheduled Laboratory Hours	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	
Prior Learning Assessment and Recognition (PLAR)	
PLAR is available for this course.	
Transfer Credit (<i>See bctransferguide.ca.</i>)	
Transfer credit already exists: No	
Submit outline for (re)articulation: No (<i>If yes, fill in transfer credit form.</i>)	
Department approval	Date of meeting:
Faculty Council approval	Date of meeting:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

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

~~By the end of Halq'eméylem 201, students should have acquired the tools:~~

- ~~1. C~~To communicate accurately in the new set of situations covered in the course.
- ~~2. [To be able to recognize and~~ identify major dialectal variation in the language.
- ~~3. To have strong command of~~Pronounce all sounds in the language.
- ~~4. To have strong command of all~~Use the inflectional endings in the language.
- ~~5. To be able to listen to and understand~~Demonstrate comprehension of a text of some length in the language, without aids.
- ~~6. In addition to written dictations and quizzes, students will p~~roduce short original written texts in the language.

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

Assignments:	25%	Final exam:	30%	[click to select]	%
Quizzes/tests:	45%	[click to select]	%	[click to select]	%

Details:

Short vocabulary quizzes in each class	20% - Quizzes/tests
Mid-term exam, with a written and oral component	25% - Quizzes/tests
Final exam, with a written and oral component	30% - Final exam
Class participation	45% - Assignments
In-class presentation	10% - Assignments
<u>Assignments</u>	<u>10% - Assignments</u>

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.)

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, combined with continued study of texts.

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 [click to select]	Sto:lo Nation self-published	S'olh Halq'eméylem ('Our Halq'eméylem') (Halq'eméylem Language textbook Sto:lo Nation self-published)	2002
2. Indigenous knowledge [click to select]	Sto:lo Nation self-published	Sounds of Sto:lo (pronunciation guide on CD-ROM, Sto:lo Nation self-published)	2000
3. Indigenous knowledge [click to select]	Sto:lo Nation self-published	Spirit of the Sto:lo (CD-ROM games, Sto:lo Nation self-published)	2004
4. Indigenous knowledge [click to select]		Talking Dictionary (3,500 vocabulary items, with sound playback on computer, many items recorded with two speakers in two forms)	
5. [click to select]			

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

~~In addition to the materials listed above, students will receive at least three texts with audio and transcribed versions.~~

Course Content and Topics

- ~~Review Halq 102, classroom phrases, I and you were/got verbs.~~
- ~~Health; vocabulary and phrases, we was/got verbs.~~
- ~~Plants; vocabulary and phrases, we and you folks, were/got verbs.~~
- ~~Sto:lo seasonal chart; historical and cultural aspects, question forming, what/who with pronouns, I and you.~~
- ~~Transportation, vocabulary and phrases, review.~~
- ~~Fish unit; vocabulary and phrases, question forming, what/who with pronouns, we and you folks.~~
- ~~Food preparation and house unit; vocabulary and phrases, question forming, what/who with 3rd person.~~

- Appliances, vocabulary and phrases, asking what I, you, we, and you folks performed an action in the future tense.
- Sports and hobbies; vocabulary and phrases, asking where I, you, we and you folks performed an action.
- Holidays, asking Where he/she/it performed an action.
- Vowel lengthening to form a continuative 'ing' forms.
- Review course and grammar

Pronunciation

After reviewing all sounds in the Halq'eméylem language, students will focus on the sound-based dialectal differences between the Upriver area, and gain an understanding of how Upriver Halq'eméylem differs from Downriver and Island dialects. For words that are different in any of these dialects, the students are expected to identify which dialect the word comes from.

Communicative Interactions

- Students should be able to ask and talk about taking a trip: ways of travelling, travelling up and down river, places they have visited, etc.
- Students should be able to ask about and talk about fishing practices: where they fish, how they fish, and asking and telling other people how to do tasks related to fishing (e.g. asking and answering 'how do you drift net', etc.).
- Students should be able to ask and answer questions about sickness, e.g. talking about how they were sick last week, what they were feeling, what their child was feeling, etc.
- Students should be able to write out and follow simple recipes in the Halq'eméylem language.
- Students should be familiar with some common cultural practices related to the use of plants, know words for significant local plants, and be able to explain in the Halq'eméylem language traditional uses for local plants.
- Student should be able to read and understand completely a longer traditional story, either *Mink and Ms. Pitch* or the *Skunk* story (recorded onto audio CD), and translate all parts of those stories. Each student must be able to tell a selection from the story they have studied, in front of the class, without aids and in their own words, entirely in Halq'eméylem.

Vocabulary

- Students will be responsible for learning 30-35 words each week, for an approximate total of 450-500 words by the end of the course. The words will be selected from the Talking Dictionary groupings, covering topics related to communicative interactions as described above combined with selected high-frequency items.

Grammar

- Passives, and how passives are used to construct 3/2 sentences.
- Relative clauses.
- Patterns of making the *-ing* forms.¹

¹ Halq'eméylem has 5 different patterns for forming the *-ing* form; students will have been learning the specific forms with their vocabulary, but in this course they will learn to produce the correct *-ing* form spontaneously for new words, without seeing it.

Memo for Course Changes

To: Linda Parady, CACC

From: Alan Cameron, Mary Stewart

Date: February 29, 2024

Subject: Proposal for revision of HALQ 202

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:

- a. Total hours – the hours have been updated to reflect the fact that this language course does not require separate language lab time, but instead incorporates the language learning into the standard lecture and seminar types of hours. As a 3-credit course, 45 hours accurately reflects the student time spent in class and doing homework to meet the outcomes at this level.
- b. Calendar description – The calendar description has been updated to remove outcome statements and instead focus on the general purpose of the course.
- c. Learning outcomes – The learning outcomes have edited to match the opening lead-in statement, plus one no longer relevant outcome has been deleted.
- d. Texts – The textbook selections have been removed because the course uses spoken word, conversations, and other resources such as the Learning Branch software to enhance students' language learning.

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 \(ILOs\)](#): The changes are very minor.

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 required by the Indigenous Studies program. The changes proposed will not affect the use of this course in the IS program, and the course reviewer consulted with the Dean of Art's office throughout, so CWC consultation should suffice for further consultation.
5. Which program areas have been consulted about the change(s)? MOLA, Dean's office
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 \(UNDRIP\)](#). This course is the final intermediate course in the group that serves as an important contributor to UFV's response to TRC Calls to Action. In providing the opportunity for both Indigenous and non-Indigenous students to study the Halq'emeylem language, UFV is contributing to efforts to revitalize and recognize Sto:lo culture through language acquisition. In this particular course, the outcomes require that students will be able to communicate effectively in everyday situations.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course allows students to express their mastery of the outcomes in multiple different ways, which aligns to Universal Design for Learning principles. Specifically, students can show their comprehension of the language through reading, writing, and speaking tasks. The course content includes discussion of Sto:lo culture in everyday life.
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: There should be no additional costs associated with this course.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HALQ 202		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Intermediate Halq'eméylem 2			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): Modern Languages	
Calendar Description:			
<p>Halq'eméylem 202 is the second of two intermediate courses in the Halq'eméylem language. (Upriver variety). At the end of the course, students will have acquired an additional 450-500 vocabulary items (for a total, with prerequisites, of approximately 2000 vocabulary items). The course will focus on two areas: (i) advanced texts, where students will work with existing texts, and in addition will work on the collection and transcription of texts with native speaking elders; (ii) conversational practice, including role-playing, speech presentations, and a focus on topics for everyday use of the language, new vocabulary, words, and phrases. They expand and practice their knowledge of grammatical sentence structures through reading, writing, and speaking.</p>			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		HALQ 201	
Corequisites (if applicable, or NONE):			
Pre/corequisites (if applicable, or NONE):			
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s):		Directed Study course: No	
(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.)		(See policy 207 for more information.)	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	3045	Delivery Mode: May be offered in multiple delivery modes	
Tutorials/workshops	15	Expected frequency: Annually	
[click to select]		Maximum enrolment (for information only): 26	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	4560	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: NoNo	
Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		(If yes, fill in transfer credit form .)	
Department approval		Date of meeting:	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

Learning Outcomes (These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)
 (5-8 measurable learning outcomes (action verbs) that align with the level of the course, reflect Bloom's taxonomy, and demonstrate the integration of Indigenous epistemologies and pedagogies. Learning outcomes should also align with evaluation methods. For guidance, faculty and departments may consult with Teaching and Learning and refer to UEC's course development resources.)

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

By the end of Halq'eméylem 202, students should have acquired the tools:

1. To translate and accurately transcribe texts in the language.
2. CTo collect short texts, working with native speaking elders.
3. GTo give short formal speeches in the language, appropriate to Sto:lo cultural settings.
4. CTo communicate effectively in everyday usesituations.
5. In addition to written dictations and quizzes, students will again produce short original written texts in the language.

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

Assignments:	55%	[click to select]Final exam:	30	%	[click to select]	%
Quizzes/tests:	45%	[click to select]		%	[click to select]	%

Details:

Students are evaluated in several ways;

Short vocabulary quizzes in each class	20% - Quizzes/tests
Mid-term exam, with a written and oral component	25% - Quizzes/tests
Final exam	30% - Quizzes/tests
Text project (collection and transcription of a short oral text)	30% - Assignments
Class participation	15% - Assignments
In-class presentation	10% - Assignments

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.)

The course methodology continues to use vocabulary games, dialogues, TPR, etc., as in 101 and 102, and 201 combined with continued study of texts. The main new focus is on text collection and transcription.

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[click to select]	Sto:lo Nation self-published	S'olh Halq'eméylem ('Our Halq'eméylem') (Halq'eméylem Language textbook Sto:lo Nation self-published)	2002
2. Indigenous knowledge[click to select]	Sto:lo Nation self-published	Sounds of Sto:lo (pronunciation guide on CD-ROM, Sto:lo Nation self-published)	2000
3. Indigenous knowledge[click to select]	Sto:lo Nation self-published	Spirit of the Sto:lo (CD-ROM games, Sto:lo Nation self-published)	2004
4. Indigenous knowledge[click to select]		Talking Dictionary (3,500 vocabulary items, with sound playback on computer, many items recorded with two speakers in two forms)	
5. [click to select]			

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

In addition to the materials listed above, students will be given access to native speakers (including speakers not hired specifically as instructors) for text collection.

Course Content and Topics

Pronunciation

Students are expected at this point to be familiar with and able to pronounce all of the sounds of the Halq'eméylem language. The course will continue to work on pronunciation, and including understanding how the sounds change in fast and connected speech.

Communicative Interactions

- Students will be able to give a short speech in the language.

- ~~Students will be able to work with a native-speaking elder to collect a text.~~
- ~~Students will be able to communicate in a variety of new everyday situations.~~

Vocabulary

- ~~Students will be responsible for learning 30-35 words each week, for an approximate total of 450-500 words by the end of the course. The words will be selected from the Talking Dictionary groupings, covering topics related to communicative interactions as described above combined with selected high-frequency items.~~

Grammar

~~Focus will be on the use of discourse particles, of the type that occur only in extended speech.~~

- Review Halq 201. Classroom phrases
- Greetings; vocabulary and phrases, sentence forming containing adjectives/verbs; pronouns, I, You, we, and you folks.
- Animals; vocabulary and phrases, he/she/it, sentences using adjectives/verbs.
- Sto:lo Band names and their traditional meanings, Who/What questions, new vocabulary.
- Sto:lo Seasonal Chart; explore Sto:lo world view aspects, Who/What questions continued, 3rd person.
- Vegetables and fruit; vocabulary and phrases, Transitive Verbs with 1st, and 2nd person, singular.
- Family; vocabulary and phrases, Transitive Verbs with 1st and 2nd person, plural.
- Months and their traditional and contemporary meanings, Emphatic pronouns.
- Body parts and clothing; vocabulary and phrases, Negation.

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: February 29, 2024

Subject: Proposal for revision of CMNS 140

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:

- a. **Calendar description:** As part of its six-year review, this course's calendar description was tidied up to remove unnecessary information.
- b. **Prerequisites:** The prerequisite for this course was established at a time when there was concern that some students in university-level courses did not meet the minimum English language proficiency standards; however, that concern has been addressed institutionally and will be further remedied with upcoming changes to Policy 99 English Language Proficiency. Additionally, the School would like this course's prerequisite to be in line with CMNS 180 and CMNS 235; these three courses are not writing intensive, but still require the level of academic maturity we can expect from a student entering first year having met the ELP standards.
- c. **Frequency:** The course is currently offered once per year now that the CMNS major is available to students.
- d. **Learning outcomes:** The learning outcomes were updated, specifically to include explicit reference cultural background and to highlight how discussions of EDI are integral to the content.
- e. **Textbook:** The text was updated to reflect the one currently in use. The edition has not been updated since 2016. We are expecting an update soon but have received no word.

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 \(ILOs\)](#): Changes to the learning outcomes are not substantial. One outcome that focused primarily on "workplace skills" was removed, partly because the School of Communication is shifting focus away from "workplace" and toward "professional contexts," and partly because the outcome seemed redundant. Other changes to the outcomes are detailed in questions 6 and 7 below.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [This course is not required by other programs.](#)
5. Which program areas have been consulted about the change(s)? [School of Communication only.](#)
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 \(UNDRIP\)](#). This course requires students to explore the impact of culture and worldview on their own perceptions and unconscious biases, and also to consider how others' biases could impact a communication situation. Examples and case studies that discuss Indigenous issues are included in almost every unit as we ask students to challenge their personal assumptions about the ways in which they communicate and interact with others. One of the textbook chapters specifically addresses the impact of culture on communication, and since this is a Canadian text, there is inclusion of material, examples, and scenarios related to the experiences of First Peoples in Canada.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [The course is designed with assignments that allow students to demonstrate their learning in a number of different formats and focus heavily on reflection and problem solving. Students work in groups in class for activities that are worth marks, but they have the option to drop their lowest activity mark in case they have an unavoidable absence. We discuss different ways people prefer to participate in class and value both verbal interaction and quiet, written reflection equally. Principles of decolonization and of equity, diversity, and inclusion are discussed as they relate to interpersonal communication in almost every unit of this course.](#)
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): [\\$125 for the textbook.](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 140	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Interpersonal Skills for the Workplace Course Short Title: Interpersonal Skills Workplace													
Faculty: Faculty of Humanities	Department (or program if no department): School of Communication												
Calendar Description: An introductory course focusing on interpersonal communication primarily between two people and within small groups. Students will reflect on how their own behaviours and responses affect others <u>and use their knowledge of communication theories to analyze scenarios and case studies and to inform practical application of skills.</u> Basic skills for workplace contexts, including customer/client relationships, will be practiced and applied.													
Note: Students with credit for _____ cannot take this course for further credit.													
Prerequisites (or NONE):	None One of the following: (C+ or better in English Studies 12, English First Peoples 12, or English 12) or (CPT score of 48) or evidence of any test score or course grade listed under the Degree/diploma-level English language proficiency standards in the UFV academic calendar at www.ufv.ca/calendar/current/General/EnglishProficiency.htm. (Prerequisites updated in 2019.)												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: Face-to-face only Expected frequency: Annually Maximum enrolment (for information only): 28												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: right;">45</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	15	[click to select]		[click to select]		[click to select]		Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: this is a process course which includes personal reflection and application of skills to a variety of scenarios.
Lecture/seminar	30												
Tutorials/workshops	15												
[click to select]													
[click to select]													
[click to select]													
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>												
Department approval	Date of meeting: March 1, 2024												
Faculty Council approval	Date of meeting:												
Undergraduate Education Committee (UEC) approval	Date of meeting:												

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 the basic principles of effective interpersonal communication
2. Identify barriers to effective communication
3. Explain how their own emotions, perceptions, values, **cultures** and beliefs shape their personal and professional interactions
- 3.4. Identify the impact of cultural background on interpersonal communication by analyzing various cultural communication norms including those of First Peoples
4. ~~Demonstrate workplace etiquette~~
5. Analyze **verbal and** non-verbal communication
6. Discuss the power of language, tone, and voice in **verbal-interpersonal** communication, especially related to issues of definition and practice of equity, diversity, and inclusion
7. Describe the effects of technology on interpersonal communication
8. Analyze case scenarios to determine interpersonal communication strategies
9. Demonstrate active listening and giving and receiving constructive feedback

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

Final exam:	15%	Assignments:	75%	Quizzes/tests:	10%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Assignments may include:

Self-reflection paper	20%
Interaction critiques and analyses of workplace scenarios	35%
Self-evaluations of recorded role-play exercises	20%
Quizzes/tests	10%
Final exam	15%

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.)*

Lecture, experiential learning using case studies, demonstration of skills, role playing, recording with feedback and reflection, and group discussions.

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	Adler, R., Rosenfeld, L.B., Proctor II, R.F., & Winder, C-DeVito, J.	Messages: Building interpersonal communication skills, 5th Can. Ed. Toronto: Pearson Interplay: The process of interpersonal communication, Canadian edition	2016
2. Article	Sonal, SRobles, M.	Social media platforms and the paradigm shift in interpersonal communication. IUP Journal of Soft Skills, Mar 2022, Vol. 16 Issue 1, p23-30 Executive perceptions of the top 10 soft skills needed in today's workplace. <i>Business Communication Quarterly</i>, 75(4), 453-465. doi: 10.1177/1080569912460400	2024 2
3. Article	Kick, A.L, Contactos-Sawyer, J. & Thomas, B.	How Generation Z's reliance on digital communication can affect future workplace relationships. <i>Competition Forum</i> , 13 (2), 214-222.	2015
4. [click to select]			
5. [click to select]			

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

1. ~~Course Content and Topics~~ **Foundations of Interpersonal Communication**
 - ~~● Interpersonal Process~~
 - ~~● Personal World View (perceptions, emotions, culture, etc.)~~
2. ~~Creating and Responding to Messages~~
 - ~~● Listening and attending~~
 - ~~● Language~~
 - ~~● Non-verbals~~

~~3.—Barriers to Effective Communication in the Workplace~~

~~Being defensive~~

- ~~•—Foundations of interpersonal communication models and theories Judging, giving advice, having strong opinions~~
- ~~•~~
- ~~•—Challenges in interpersonal communication Managing conflict~~
- ~~•~~
- ~~• The role of reflection~~
- ~~• Culture~~
- ~~• Perception of self and others~~
- ~~• Listening~~
- ~~• Verbal and nonverbal communication~~
- ~~• Emotion in professional communication situations~~
- ~~• Relationships and handling conflict~~
- ~~• Effective evaluation strategies~~

~~Managing stress and anxiety~~

~~Interpersonal skills and technology (Emails, texting, social media, online forms, etc.)~~

~~When to use technology~~

~~Demonstrating interpersonal skills through digital devices~~

~~Basic Workplace Etiquette~~

~~First impressions~~

~~Starting/ending conversations~~

~~Using the phone~~

~~Dealing with being told, or telling someone, “No”~~

~~Meeting etiquette~~

~~Giving and Receiving Feedback~~

~~Applying listening skills~~

~~Demonstrating empathy~~

~~Definition and application of soft skills~~

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: January 25, 2024

Subject: Proposal for revision of CMNS 235

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:

We updated the course learning outcomes to avoid repetition, to ensure they were commensurate with current teaching practices and to clarify / reduce the number of learning outcomes. We also updated the textbook to reflect new publication and Canadian specific content.

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 :

The new learning outcomes more accurately reflect the ways that:

- Students analyze critically and imaginatively (ILO 3; CLO 1, 2)
- Put self-reflection and research to use in reaching an audience (ILO6; CLO 5, 7)
- Engage in organizational and educational leadership activities (ILO 7, 8; CLO 1, 8)
- Contribute regionally and globally (ILO 9; CLO 2, 4, 6).

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

No, but it is heavily subscribed by students in other programs, especially those seeking a Professional Communication Essentials associate certificate.

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 course fulfills the TRC Calls to Action through the requirement of, and reflection on, territorial land acknowledgements in student speeches as described in the UFV policy document *Fulfilling Our Commitment to Aboriginal Peoples* (BRP-200.05). These are considered and developed through the connection of land acknowledgements to speech topics, personal experience and community identities / values. Additionally, the class puts a strong focus on self-reflection relating to the development of empathy, understanding, and mutual respect in and beyond the classroom, campus, and community. Students provide feedback and evaluation to each other, develop skills in shared activities and work to empathetically connect respectfully with others, as required by the TRC (63.iii). This work encompasses the development of safe and welcoming communities of learning in the classroom for students of all backgrounds, with a stated and specific emphasis on Indigenous identities and histories.

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

Course assignments encompass a wide variety of choices and approaches to learning and presentation, including visual, audio, tactile, and theoretical approaches. While the speaking schedule is set, self-reflection assignments are given more latitude and can usually be submitted within a rolling one-week window. Students learn to connect with audiences of different cultural, social and personal backgrounds through shared ideas, experience, and information, as well as to respect difference through the valuation of personal lived experiences, anecdotes, emotions and facts. Document design for visual materials and structural design for audio delivery constitutes an important part of major assignments.

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): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: CMNS 235		Number of Credits: 3 Course credit policy (105)	
Course Full Title: Public Speaking			
Course Short Title: (To be assigned by OReg based on university standards.)			
Faculty: Faculty of Humanities		Department (or program if no department): School of Communication	
Calendar Description:			
This course focuses on the principles and psychology of effective speaking. Specific areas include informal presentations to small groups, formal presentations, meeting management, workshop facilitation the use of presentation aids, developing the voice, and improving body language. Videotaped feedback is an important part of the course.			
Note: Instructors require 80% attendance for this course. Regular participation and attendance at meeting speaking dates are required.			
Prerequisites (or NONE):		None.	
Corequisites (if applicable, or NONE):		None.	
Pre/corequisites (if applicable, or NONE):		None.	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i>		Course Details	
Former course code/number:		Special Topics course: No	
Cross-listed with:		<i>(If yes, the course will be offered under different letter designations representing different topics.)</i>	
Equivalent course(s):		Directed Study course: No	
<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>		<i>(See policy 207 for more information.)</i>	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	10	Delivery Mode: May be offered in multiple delivery modes	
Tutorials/workshops	35	Expected frequency: Every semester	
[click to select]		Maximum enrolment (for information only): 25	
[click to select]		Prior Learning Assessment and Recognition (PLAR)	
[click to select]		PLAR is available for this course.	
Total hours	45	Transfer Credit (See bctransferguide.ca.)	
Scheduled Laboratory Hours		Transfer credit already exists: Yes	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		<i>(If yes, fill in transfer credit form.)</i>	
Department approval		Date of meeting: March 1, 2024	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

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:

- [Perform demographic and psychographic Analyze analyses of audiences](#)
- [Adapt speeches for particular Perform an audience analysis to adapt speeches for particular audiences](#) (e.g., incorporate an acknowledgement of Sto:lo territory, adapt to different levels of ability, target different interest groups, etc.)
- [Use Develop](#) speeches to persuade, inform and/or entertain
- Use credibility and emotional engagement to construct clear messaging
- Use research and personal experience in speech design
- [Develop Demonstrate](#) verbal and nonverbal communication strategies (including visual strategies) [to deliver speeches in speech delivery](#)
- Construct speeches using a variety of organizational patterns
- Lead public speaking through workshop and meeting management
- ~~1. Demonstrate credibility as a speaker through the use of research and personal experience~~
- ~~2. Deliver effective impromptu and extemporaneous speeches~~
- ~~3. Apply the principles of effective vocal delivery~~
- ~~4. Use nonverbal techniques~~
- ~~5. Adapt speeches for particular audiences (e.g., incorporate an acknowledgement of Sto:lo territory, adapt to different levels of ability, target different interest groups, etc.)~~
- ~~6. Construct speeches using a variety of organizational patterns~~
- ~~7. Demonstrate effective use of verbal introductions, conclusions, and transitional devices~~
- ~~8. Demonstrate effective, sparing use of notes and note cards~~
- ~~9. Incorporate effective and balanced rhetorical strategies to inform, to demonstrate, to persuade, or to entertain~~
- ~~10. Effectively incorporate well-designed visual aids using presentation technology~~
- ~~11. Demonstrate effective meeting management and meeting participation~~
- ~~12. Demonstrate effective workshop facilitation techniques~~

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

Assignments:	95%	Quizzes/tests:	5%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

The following exercises are the minimum required. Instructors may change the order and weighting according to the needs of the class.

3-minute Icebreaker Speech	5%	Written and oral self (5) and written and oral and Peer(3)	
5-6 minute Informational/Expository Speech	10%	Evaluations	150%
6-7 minute Process/Demonstration Speech	15%	Written weekly reading response memos/quizzes	5%
7-9 minute Persuasive Speech	20%	Informal speeches	10%
Workshop Facilitator or Meeting Chairperson	15%	Final Meeting "Gala" Presentation	15%
		End of Semester Progress Report (written)	5%

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	O'Hair, D., Rubenstein, H., Stewart, R.	A Pocket Guide to Public Speaking	2023 13
2. Textbook	Donovan, J. Hannah, Samantha, Rothwell, J.D.	The Practically Speaking, 1st Canadian edition. How to Deliver a TED Talk	2025
3. Textbook [click to select]	Gregory, H.	Public Speaking for College and Career	
4. Textbook [click to select]	Renner, P.	The Art of Teaching Adults	
5. [click to select]			

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

Course Content and Topics

- The speech communication process for speaker and audience
- Speech anxiety
- Audience-centered speaking
- Selecting and preparing speech topics and materials
- Preparing speech content
- Speaker credibility and support materials
- Elements of argument and logical fallacies
- Balancing rhetorical appeals
- Visual and presentational aids
- Speech organization and transitions
- Speech delivery, including body language and use of space
- Speaking to inform
- Speaking to persuade
- ~~1. Pecha Kucha presentations~~
- Speaking on special occasions
- Meeting design and meeting management (including chairperson's Sto:lo territory acknowledgement)
- Workshop design and facilitation

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, School of Communication

Date: January 24, 2024

Subject: Proposal for revision of CMNS 335

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: *As part of the six-year review, this course's calendar description was updated slightly and the learning outcomes were revised to more current language. These changes do not change the nature of the course or our approach to teaching it. The prerequisites were updated to remove the EDUC courses because CMNS 335 is an undergraduate course and the EDUC courses require students to have previously completed a bachelor's degree. To our knowledge, no TEP students have taken CMNS 335 in the past. Any that wish to do so can ask for instructor's permission. We also removed the unnecessary note related to instructor permission under prerequisites.*

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 \(ILOs\)](#): *The changes to the outcomes are minor and strictly related to making the wording clearer.*

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *No, this course is not required by any other programs.*

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

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 \(UNDRIP\)](#). Instructors are strongly encouraged to invite guest speakers with specialized knowledge about or lived experience with Indigenous storytelling methods. They are also asked to include example speeches from Indigenous speakers. The outcomes now require students to demonstrate theoretical grounding in the cultural background of public speaking, which includes a broad range of cultural engagement, including Indigenous theory and practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Students are able to select their topics for speech assignments. The course draws on examples of speakers from diverse backgrounds and abilities to allow students to see themselves in the course content more easily, and students are encouraged to craft their speeches to appeal to diverse audiences. The course is a combination of written, verbal, and visual materials and delivery encourages multiple access points for engagement. Additionally, the course structure and content are focussed on developing and maintaining an inclusive, supportive and egalitarian atmosphere of mutual respect and self-reflection.
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.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$150 for textbooks](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: CMNS 335		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Advanced Public Speaking Course Short Title: (To be assigned by OReg based on university standards.)															
Faculty: Faculty of Humanities		Department (or program if no department): School of Communication													
Calendar Description: <p>Students will develop Build advanced skills through public delivery of presentations and analysis of landmark and contemporary speeches. Students will give presentations, develop workshops, manage meetings, practice rhetorical techniques, and demonstrate leadership skills.</p> <p>Note: Students with credit for cannot take this course for further credit.</p>															
Prerequisites (or NONE):		One of the following: (45 university-level credits including either CMNS 235 or CMNS 345) or (EDUC 410, 445, and 490). Note: students with at least 60 credits and some background in public speaking can contact the instructor for permission.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): (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.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: [click to select]Face-to-face only Expected frequency: Every other year Maximum enrolment (for information only): 25													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>45</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	15	Tutorials/workshops	45	[click to select]		[click to select]		[click to select]		Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	15														
Tutorials/workshops	45														
[click to select]															
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: No (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: March 1, 2024													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

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. Design speech ~~scripts, speaking notes, and presentation aids for specialized public speaking contexts es, presentations, and a workshop/seminar tailored for a variety of audiences~~
- 4.2 Deliver speeches, presentations, and a workshop/seminar using ~~advanced audience-engagement techniques a range of rhetorical goals~~
- 2.3 ~~Collaborate/ordinate and deliver a team presentation with other students to design and deliver speeches and public presentations~~
- 3.4 Present ~~audience-accessible~~ research-driven ideas and arguments
- 4.5 ~~Manage/Lead~~ a meeting, ~~seminar, or panel discussion~~ effectively ~~from planning to adjournment~~
- 5.6 Incorporate digital technology creatively in presentation delivery
6. ~~Plan a public speaking event for a live audience as a class collaboration~~
7. Present in a public event for a live audience ~~as planned by the class~~
8. Demonstrate theoretical grounding in the rhetoric ~~and cultural background of public of speaking~~

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

Assignments:	100%	[click to select]	%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Planning and leading a meeting, seminar, or panel discussion	15%
At least three p Prepared speeches (such as collaborative, research, and persuasive)	30%
Team presentation of a skill development workshop	15%
Public speaking event	10%
Presentation of final speech at collaboratively developed public speaking event	2 10%
Rhetorical analysis of a public speech and complementary in-class seminar	2 10%
Written self-evaluations and peer evaluations	10%

~~Individual instructors may choose to incorporate reading responses and other learning modules, either as graded course components or as non-graded student deliverables~~

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.)*

~~Guest speakers, including Indigenous storytellers and experts, will be invited when possible.~~

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. [click to select] Textbook	Foss, S. & Foss, K.	Inviting Transformation: Presentational speaking for a changing world	2011
2. [click to select] Textbook	Longaker, M.G. & Walker, J.	Rhetorical Analysis: A brief guide for writers	2013
3. [click to select] Indigenous knowledge	Archibald, J. Q'um Q'um Xiiem	Indigenous Storywork: Educating the heart, mind, body, and spirit.	2008
4. [click to select]			
5. [click to select]			

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

Course Content and Topics

- **Week 1:**-Designing and delivering workshops for professionals; foundations of rhetoric; how to write a rhetorical analysis and lead a seminar based on it
- **Week 2:**-Advanced audio/visual skills for presentations; development of rhetoric from varying styles; principles for effective evaluation (peer and self)
- **Week 3:**-Presentation of planned speeches; development of rhetoric (modern examples and readings); finding and ~~choosing~~ a public speech for analysis
- **Week 4:**-Presentation of planned speeches; developing a persuasive speech to motivate social change; choosing the right

forum for a persuasive speech; patterns of organization for persuasion

- **Week 5:**—Presentation of planned speeches; handling objections to a persuasive topic; establishing credibility and using evidence ethically in persuasive speeches; analysis of a public speech
- **Week 6:**—Presentation of planned speeches; introduction to group work strategies; analysis of a public speech
- **Week 7:**—Presentation of planned speeches; group presentation strategies; analysis of a public speech
- **Week 8:**—Presentation of planned speeches; handling engaging with questions in a group presentation; analysis of a public speech
- **Week 9:**—Presentation of group speeches; techniques for audience analysis; analysis of a public speech
- **Week 10:**—Presentation of group speeches; motivating an audience to produce change; analysis of a public speech
- **Week 11:**—Presentation of group speeches; controlling nerves; polishing a speech through vocabulary, rhythm, and tone; analysis of a public speech
- **Week 12:**—Public forum speeches (such as through a speaker series on campus)

Week

Memo for Course Changes

To: [Undergraduate Education Committee](#)

From: [Rashad Mammadov](#)

Date: [November 30, 2023](#)

Subject: Proposal for revision of [CMNS 345: Instructional Skills for the Workplace](#)

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:

[This is a regular six-year review of the course.](#)

[There have been minor changes to the wording of the calendar description and course learning outcomes.](#)

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 slightly edited.](#)
- [An additional learning outcome has been added to address ILO #5 by engaging learners with diverse indigenous worldviews, perspectives and knowledge systems.](#)
- [A new course text has been added to better reflect contemporary approaches to instructional skills, in accordance with ILO #1.](#)

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)?

[None](#)

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 \(UNDRIP\)](#).

Integrating Indigenous perspectives into the curriculum is achieved through the selection of examples and demonstration lessons by educators, and through the mini-lesson topics chosen by students. Furthermore, Indigenous knowledge systems are explored in Unit 2, alongside a comparison between Bloom's Taxonomy and the Medicine Wheel. Students incorporate Indigenous principles of learning within the mini-lessons they teach and receive both peer and instructor feedback regarding this element in their lesson assessments.

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

Principles of equity, diversity, and inclusion are reflected through various aspects like assignment design, topic selection, and curriculum delivery, with a strong focus on accessibility for all, including those with physical and mental differences. Unit 1, the emphasis on creating positive and engaging environments caters to diverse learners. Unit 2 explores adaptive learning strategies for inclusive learner participation, addressing cultural contexts. Units 3 to 5 incorporate active engagement theories, visual aids, and diverse evaluation techniques in mini-lessons, ensuring material is accessible and engaging for all learning styles.

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).

No special considerations.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

Regular textbook cost. No other materials required.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1996
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: CMNS 345		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Instructional Skills for the Workplace Course Short Title: Instruc. Skills for the Workpl															
Faculty: Faculty of Humanities		Department (or program if no department): School of Communication													
Calendar Description: This course provides an opportunity to design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. Students prepare, deliver, and debrief three short mini-lessons using a variety of instructional practices, technologies, and evaluation techniques for conducting workplace training. Note: Students with credit for ADED 345 cannot take this course for further credit.															
Prerequisites (or NONE):		45 university-level credits, including CMNS 251 and 3 additional credits of CMNS.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Equivalent course(s): ADED-345 <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>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: [click to select]No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: [click to select]Face-to-face only Expected frequency: Every other year Maximum enrolment (for information only): 20													
Typical Structure of Instructional Hours		Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.													
<table border="1"> <tr><td>Lecture/seminar</td><td>20</td></tr> <tr><td>Tutorials/workshops</td><td>10</td></tr> <tr><td>Supervised laboratory hours (computer lab)</td><td>30</td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>[click to select]</td><td></td></tr> <tr><td>Total hours</td><td>60</td></tr> </table>		Lecture/seminar	20	Tutorials/workshops	10	Supervised laboratory hours (computer lab)	30	[click to select]		[click to select]		Total hours	60		
Lecture/seminar	20														
Tutorials/workshops	10														
Supervised laboratory hours (computer lab)	30														
[click to select]															
[click to select]															
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: January 5, 2024													
Faculty Council approval		Date of meeting:													
Undergraduate Education Committee (UEC) approval		Date of meeting:													

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:

- ~~Incorporate adult learning theory into [instructional design practices lesson or workshop design](#)~~
- ~~Incorporate a variety of learning styles into lessons and workshops~~
- Prepare a Dacum (Develop a Curriculum) chart with lesson plans, [culminating in course/workshop proposal](#)
- Use a variety of different learning domains and learning cycles in lesson/workshop design
- Incorporate principles of active [and collaborative](#) engagement into lessons or workshops
- ~~Demonstrate basic formative and summative evaluation practices during the lesson or workshop~~
- Use a variety of instructional techniques and/or [media technology](#) to enhance the learning process
- Give and receive supportive feedback
- [Implement Indigenous ways of learning and incorporate inclusive teaching and learning practices](#)
- ~~Prepare a course/workshop proposal~~
- Demonstrate self-reflective evaluation practices

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

Assignments:	100%	[click to select]	%	[click to select]	%
[click to select]	%	[click to select]	%	[click to select]	%

Details:

Mini-lessons	10%, 15%, 20%	
Learning Styles presentation Teaching and learning strategies presentation		10%
Peer feedback	10%	
Self-evaluation	10%	
Final assignment (Course/Workshop Proposal)	25%	

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.)*

Course activities include lecture, microteaching, small group assignments, written and oral feedback.

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	Rob Fitzpatrick & Devin Hunt Renner, P.	The Workshop Survival Guide: How to Design and Teach Educational Workshops That Work Every Time . The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator	2005 2019
2. Textbook	Adrienne Castellon Bopp, J., Bopp, M., Brown, L., and Lane, P.	Indigenous Integration: 101+ Lesson Ideas for Secondary and College Teachers The sacred tree	1989 2017
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

Course Content and Topics

Unit 1 Preparing for Teaching and Training

- a) Differences between presenting, teaching, training & facilitating
- b) ~~Personal learning style as an influence on teaching/training style~~
- e)b) Course plans, training plans, lesson plans, and preparation
- e)c) Designing learning outcomes and evaluation strategies
- e)d) Course proposals and training plans
- f)e) Creating positive and engaging environments that promote safe learning spaces for diverse learners
- g)f) Learning style presentations

Unit 2 Exploring Learning Domains and Culture

- a) ~~Learning theory and cycles (i.e. Kolb, Taylor, Indigenous Ways of Knowing etc.)~~
- b)a) Learning domains (i.e. Blooms, Gagne, and Medicine Wheel etc.)
- e)b) Cultural contexts and planning

d)c) Adaptive learning strategies towards learner/participant inclusion

Unit 3 Psychomotor Mini-Lesson Delivery and Evaluation

- a) Active engagement theory
- b) The art of demonstration
- c) Visual aids and learning technologies
- d) 10 minute mini-lessons
- e) Peer evaluation techniques
- f) Self-evaluation techniques
- g) Formative and summative evaluation techniques

Unit 4 Affective Mini-Lesson Delivery and Evaluation

- a) Communication practices and collaborative planning
- b) Course and/or program planning
- c) 15 minute mini-lessons
- d) Peer evaluation using affective techniques
- e) Self-evaluation using affective techniques

Unit 5 Cognitive Mini-Lesson Delivery and Evaluation

- a) Active lecture design for workplace training
- b) Content, competencies, and participation
- c) 20 minute mini lessons
- d) Peer evaluation using cognitive techniques
- e) Self-evaluation using cognitive techniques

Unit 6 Celebration of Learning & Course/Workshop Proposal Show Case

- a) Analysis of lesson design and delivery processes
- b) Appreciative Inquiry peer evaluations
- c) Self-evaluation shared reflections
- d) Proposal show case

Memo for Course Changes

To: [Undergraduate Education Committee](#)

From: [Rashad Mammadov](#)

Date: [November 30, 2023](#)

Subject: Proposal for revision of [CMNS 399: Special Topics in Professional Communication](#)

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:

[This is a regular six-year review of the course.](#)

[There have been minor changes to the wording of the calendar description and course learning outcomes.](#)

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 \(ILOs\)](#):

- [The calendar description has been slightly edited to reflect our focus on innovative practices \(ILO #1\) and for stylistic purposes.](#)
- [Learning outcomes 2, 3 and 5 have been slightly edited for stylistic purposes.](#)
- [The number of credits has been reduced from four to three credits. This bring the course in line with the common practices across the university.](#)
- [An additional learning outcome has been added to address ILO #5 by engaging learners with diverse indigenous worldviews, perspectives and knowledge systems.](#)

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)?

None

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 \(UNDRIP\)](#).

Each specific topic might have its own ways of addressing indigenization. For instance, the provided example of a history unit may include a review of Indigenous electoral participation, while local demographics focus on understanding Indigenous voter patterns. In crafting campaign strategies, the course integrates Indigenous perspectives on issues like environment and immigration.

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

Once again, specific topics might address this differently. For example, the sample course places a strong emphasis on developing communication skills attuned to diverse audiences, particularly in the age of social media, along with ensuring a broad understanding of varied sociopolitical landscapes. It encourages inclusive campaign strategies that respect and address issues pertinent to different communities.

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):

A typical special topics course does not require anything beyond a regular textbook purchase.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2016
 REVISED COURSE IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED (six years after UEC approval):
 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.

Course Code and Number: CMNS 399		Number of Credits: 43 Course credit policy (105)	
Course Full Title: Special Topics in Professional Communications			
Course Short Title: Special Topics Prof CMNS			
Faculty: Faculty of Humanities		Department (or program if no department): Communications	
Calendar Description:			
This course involves an in-depth examination of a selected innovative topic in communications that is not addressed in current course offerings. The focus will be on the development and application of professional communications skill-sets. Skills will be stressed. Topics covered will vary from year to year.			
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.			
Note: Students with credit for _____ cannot take this course for further credit.			
Prerequisites (or NONE):		60 university-level credits including CMNS 251 and one CMNS course 300-level and above.	
Corequisites (if applicable, or NONE):		None	
Pre/corequisites (if applicable, or NONE):		None	
Antirequisite Courses (Cannot be taken for additional credit.)		Course Details	
Former course code/number:		Special Topics course: Yes	
Cross-listed with:		(If yes, the course will be offered under different letter designations representing different topics.)	
Equivalent course(s):		Directed Study course: No	
(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.)		(See policy 207 for more information.)	
Typical Structure of Instructional Hours		Grading System: Letter grades	
Lecture/seminar	25	Delivery Mode: [click to select] May be offered in multiple delivery modes	
Tutorials/workshops	2020	Expected frequency: Every other year	
[click to select]	5	Maximum enrolment (for information only): 28	
[click to select]	4	Prior Learning Assessment and Recognition (PLAR)	
[click to select]	0	PLAR is available for this course.	
Total hours	6045	Transfer Credit (See bctransferguide.ca)	
Scheduled Laboratory Hours		Transfer credit already exists: No	
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Submit outline for (re)articulation: No	
		(If yes, fill in transfer credit form .)	
Department approval		Date of meeting: January 5, 2024	
Faculty Council approval		Date of meeting:	
Undergraduate Education Committee (UEC) approval		Date of meeting:	

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. Describe theoretical perspectives and major research related to a specific topic.
2. Engage in research on the specific topic and, integrating critical thinking specific to a topic and evidence-based analysis.
3. Analyze a specific topic's relevance and implications in relation to in the context of professional and applied communication skill techniques and strategies.
4. Apply complex audience analysis for persuasive communication purposes.
5. Develop professional communications products specific to the topic, context, and target audience.
- 5-6. Identify topic-specific application of the Indigenization concepts and integrate them into the learning process.
7. Demonstrate professional communication skills including writing, document design, and presentation skills relevant to the specific topic.

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

Assignments: Assignments:	40%	Project:	30%	[click to select]	%
[click to select] Quizzes/tests:	30%	[click to select]	%	[click to select]	%

Details:

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	Lakoff, George	The all new Don't Think of an Elephant	2014
2. [click to select]			
3. [click to select]			
4. [click to select]			
5. [click to select]			

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

Course Content and Topics

"How to Run an Election Campaign"

1. History -- Review of past election campaigns; What worked? What didn't?
2. Theory -- Audience analysis, best practices, factors influencing campaigns, media use, outcomes of previous elections, voter patterns and behavior
3. Local demographics -- who are the voters today?
4. Strategies to create a campaign:
 - a. Opposition research
 - b. Crafting and developing an election message
 - c. Managing an issue (e.g. environment, immigration)
 - d. Engaging and responding to media
 - e. Communicating to millennials in the age of social media
5. Communication skills:
 - a. Being a spokesperson
 - b. Environmental scanning
6. Putting it all together in a Campaign Plan