UNDERGRADUATE EDUCATION COMMITTEE (UEC)

September 28, 2012 - 10am-12pm

Abbotsford campus - Room A225

AGENDA

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Page

1. ELECTION OF CHAIR

1.1. MOTION: To accept S. Pattridge as Chair of UEC for 2012/13.

2. APPROVAL OF THE AGENDA

2.1. MOTION: To approve the agenda as presented.

3. APPROVAL OF UEC MINUTES

4-7 **3.1. UEC draft minutes: August 24, 2012**

MOTION: To approve the draft minutes as presented.

4. COURSE OUTLINES

The following courses are ready for publication following UEC approval. Official course outlines are available online at http://www.ufv.ca/calendar/courseoutlines/uec/.

8-10 **4.1. Biology**

New course: BIO 315, Equine Biology

MOTION: To approve the new BIO 315 course outline as presented.

11-21 **4.2. Chemistry**

New course: CHEM 325, Inorganic Chemistry Laboratory
Changes to credits, total hours, and course content (removal of lab): CHEM 321
Changes to credits, total hours, and course content (removal of lab): CHEM 421

MOTION: To approve the Chemistry course outlines as presented.

22-46 **4.3. Geography**

Review with changes: GEOG 346
Changes including new cross-listing as GDS: GEOG 340/GDS 340
Review with changes including prerequisites: GEOG 402
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Review with changes including prerequisites and total hours: GEOG 470
Revisions: GDS 100

MOTION: To approve the Geography course outlines as presented.

47-63 **4.4. Indigenous Studies Centre**
New cross-listed course: IPK 444/ANTH 444/SOC 444, Indigenous Methodologies
New cross-listed course: IPK 477/BIO 477, Traditional Ecological Knowledges
New course: IPK 486, Worldviews of Indigenous Peoples in North America
Revisions including prerequisites, total hours, and new cross -listing as POSC: IPK 331/POSC 336

MOTION: To approve the IPK course outlines as presented.

64-66 **4.5. Mathematics and Statistics**
Changes including prerequisites and total hours: MATH 440

MOTION: To approve the MATH 440 course outline as presented.

67-74 **4.6. Visual Arts**
Review with changes: VA 180
Review with changes including title and prerequisites: VA 371

MOTION: To approve the Visual Arts course outlines as presented.

5. PROGRAMS

75-76 **5.1. Chemistry**
Change to program: Chemistry minor

MOTION: To approve the addition of MATH 118 as an alternative in the Chemistry minor as presented.

77-79 **5.2. English**
Change to preograms: English majors, extended minor, and minor

MOTION: To approve the changes to the English major English Literature, Creative Writing, Drama, and Writing and Rhetoric concentrations as presented.

MOTION: To approve the changes to the English extended minor and minor as presented.

80-86 **5.3. Geography**
Change to programs: Physical Geography major and Honours
Change to programs : Geography Honours, major (no concentration and International Studies concentration), and extended minor

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MOTION: To approve changes to the Physical Geography major and Honours requirements as presented.

MOTION: To approve the removal of GEOG 250 as an alternative in the Geography Honours, major (no concentration), major (International Studies concentration), and extended minor as presented.

87-88 **5.4. Fine Arts**
Change to program: Bachelor of Fine Arts: addition of Co-op option

MOTION: To approve the addition of a Co-op option to the Bachelor of Fine Arts as presented.

6. OTHER BUSINESS/DISCUSSION ITEMS

89-98 **6.1. Undergraduate Course and Program Approval policy** - *C. Dahl*

MOTION: To approve the revised Undergraduate Course and Program Approval policy.

6.2. Short programs - *C. Dahl*

6.3. Transfer subcommittee

6.4. Policy subcommittee

6.5. Course approval process: Delegation of authority from Senate to UEC

MOTION: To request that Senate delegate the authority to approve new courses and course changes to UEC.

7. INFORMATION ITEMS

99 **7.1. Rules for the conduct of business:** Update to attendance section

100 **7.2. Trades and Technology**
Professional Cook program: Addition of apprenticeship program

8. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

August 24, 2012
10 am – 12 pm
Abbotsford Campus

DRAFT MINUTES

PRESENT: M. Bos-Chan, S. Brigden, R. Colwell, J. English, S. Fisher, J. Larsen, R. McLeod, S. Pattridge, E. Spalding, L. Stagg, D. Waslewsky, S. Xi
ABSENT: D. Alary, S. Bains, W. Burton, H. Compeau, V. Dvoracek, S. Hardman, E. Harris, S. Manu, S. Marsh, O. Steyn
GUESTS: S. Brammer, C. Dahl, J. White
RECORDER: A. Grimson

1. APPROVAL OF THE AGENDA

MOTION:
To approve the agenda as presented.

S. Pattridge/R. McLeod

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: June 22, 2012

MOTION:
To approve the draft minutes as presented.

E. Spalding/S. Pattridge

3. COURSES AND PROGRAMS

3.1. Trades and Technology

Change to program: Automotive Collision Repair and Refinishing certificate

There were some concerns regarding the approval process for these items, which were approved by the Trades and Technology Faculty Council (TTFC) via e-mail. Although the Faculty Councils are not Senate standing committees and so not subject to the same Rules for the Conduct of Business (which stipulate that motions must be decided by in-person votes), the TTFC's terms of reference indicate that "business will normally be carried out at regularly scheduled council meetings where there is a quorum".

The UFV Secretariat recommended that UEC consider these proposals, but that the TTFC ratify the decisions at an in-person meeting and inform UEC when the proposals have been formally approved. R. McLeod indicated that the TTFC has not met since the early spring, and that some of these items have been on several cancelled agendas.

Although UEC members agreed to consider these items, UEC will no longer accept items that have been approved by e-mail unless the committee's terms of reference specifically allow this.

MOTION:
To approve the changes to the Automotive Collision Repair and Refinishing certificate completion report as presented, subject to ratification by the Trades and Technology Faculty Council.

R. McLeod/M. Bos-Chan

3.2. Change to program: Electrical Work certificate (Entry Level Trades Training)

R. McLeod indicated that the changes include a reduction in the duration of the program, from 34 to 24 weeks. This will bring UFV's program into line with other programs in the province which offer the same credential. J. English indicated that this should not affect student loan eligibility.

MOTION:
To approve the changes to the Electrical Entry Level Trades Training program, including a name change from Electrical Work certificate to Construction Electrician certificate, as presented and subject to ratification by the Trades and Technology Faculty Council.

S. Pattridge/J. Larsen

3.3. New course: AGRI 310, Directed Studies

Several aspects of this course and the 400-level course were discussed, with recommendations for changes. Specifically, the prerequisites as stated ("two semesters of agriculture or equivalent") are problematic, and should include a specific number of courses.

It was also noted that Directed Studies courses are typically numbered in the 90s (although this is more a convention than a requirement), and that the title should be more specific than "Directed Studies". Several editorial changes to the learning outcomes were also suggested. J. English agreed to these changes.

MOTION:
To approve the new AGRI 390 course outline as amended, subject to ratification by the Trades and Technology Faculty Council:

- Course number changed from AGRI 310 to AGRI 390
- Title changed to "Directed Studies in Agriculture"
- Prerequisites changed as follows: ~~Two semesters of agriculture or equivalent~~ 30 credits that apply to an Agriculture program
- Editorial changes to learning outcomes

R. McLeod/E. Spalding

3.4. New course: AGRI 410, Directed Studies

The changes made to the 300-level course should also be made to this course. In addition, UEC members were concerned that the learning outcomes for this

course are identical to those of AGRI 390, with no indication that a higher level of work will be required. UEC requested that the TTFC include a note in the course description that this course will take place at a higher level that AGRI 390.

MOTION:
To approve the new AGRI 490 course outline as amended, subject to ratification by the Trades and Technology Faculty Council:

- Course number changed from AGRI 410 to AGRI 490
- Title changed to "Directed Studies in Agriculture"
- Prerequisites changed as follows: ~~Four semesters of agriculture or equivalent~~ 60 credits that apply to an Agriculture program
- Editorial changes to learning outcomes
- Note to be added to the course description indicating a higher level of work than AGRI 390

R. Colwell/R. McLeod

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. Election of Chair and Vice-chair

S. Pattridge reminded UEC that the chair will also become a member of APPC, and is responsible for representing items at Senate (or designating someone for this role). It would be ideal if the responsibilities can be split between the chair and vice-chair.

There were no volunteers for the position of chair. This will be revisited at the next meeting.

S. Pattridge nominated M. Bos-Chan as Vice-chair, and the nomination was accepted.

4.2. Program and course approval processes and guidelines

A new Program and Course Approval Processes and Guidelines document has been created, which should help to explain the new policy. This will be distributed to department heads and assistants at the UEC Orientation following the UEC meeting.

4.3. Standards for new program development

C. Dahl distributed information on program development standards and the proposal template for new undergraduate degree programs, and reviewed the flowchart for approval at the Ministry level.

C. Dahl also suggested the creation of a subcommittee to consider the standards for shorter programs such as certificates, as there are fewer standards for the creation of these programs.

4.4. Transfer subcommittee and membership

UEC previously passed a motion that the Transfer subcommittee be granted

authority to make decisions on transfer requests, but did not formally specify where these requests should initially be sent.

MOTION:
That transfer requests be sent directly to the Transfer subcommittee.

S. Pattridge/E. Spalding

5. INFORMATION ITEMS

5.1. Student Aid BC program eligibility

5.2. UEC membership and quorum information

5.3. 2012/13 UEC meeting schedule

6. ADJOURNMENT

The meeting was adjourned at 11:17 am.

UNIVERSITY OF THE FRASER VALLEY

33844 King Road
Abbotsford, BC
V2S 7M8
Tel: (604) 504-7441

MEMORANDUM

TO: UEC

FROM: Sharon Gillies, Biology Department Head

DATE: February 20, 2012

SUBJECT: BIO 315, New Course

Description:
The Biology Department requests consultation on the attached new course, BIO 315. Previously this course has been offered as BIO 420e (Special Topics in Biology).

Rational:
Due to the frequent offering of this course we would like to officially assign a topic & course number. This course has been changed from a 4th year to a 3rd year course as it is not a seminar course and is more suitable as a 3rd year course.

Implementation Date:
September 2012

Q:\UEC\UEC meetings\2012-09-28\Course outlines\BIO 315 Memo.doc

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 2013
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

BIO 315	Biology	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Equine Biology
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course relates basic biology and biochemistry to applied principles and problems in the management of the domestic equine. Metabolism, nutrition, locomotion, genetics, reproductive and digestive anatomy, and physiology will be discussed, as well as common ailments of the horse.

PREREQUISITES: Any three biology courses numbered 200 or above, or AGRI 238, or permission of the instructor.
COREQUISITES:
PRE or COREQUISITE:

SYNONYMOUS COURSE(S):
(a) Replaces: BIO 420E
(b) Cross-listed with:
(c) Cannot take: BIO 420E for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	40	Hrs
Seminar:	20	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify): student seminars		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 36
Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Ernest Kroeker**		
Department Head:	**Sharon Gillies**	Date approved:	**January 20, 2010**
Supporting area consultation		Date of meeting:	**January 29, 2010**
Curriculum Committee chair:	**David Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	**Lucy Lee**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

BIO 315 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- Describe the anatomy and physiology of the equine digestive tract.
- Relate cellular metabolism to utilization of nutrients.
- Formulate a ration for horses using a variety of different feeds as well as assess the suitability of existing rations.
- Describe the anatomy and physiology of the female reproductive tract in horses.
- Explain the role of reproductive hormones in breeding and pregnancy both natural and artificially manipulated.
- Predict outcomes of crosses in horses using basic Mendelian genetics.
- Generate breeding programs to improve athletic ability in horses.
- Describe how a horse moves at three basic gaits.
- Identify major muscles and elements of the skeletal system involved in movement.
- Identify major intestinal parasites of horses.
- Diagnose select common ailments of horses and implement appropriate treatments.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures and student presentations.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Horses by J. Warren Evans, Horse Management – The official handbook of the German National Equestrian Federation, Current therapy in Equine Medicine by Robinson and Sprayberry, Veterinary notes for horse owners by Captain M. Horace Hayes FRCVS

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Midterm exam	25%
Presentation	25%
Final exam	50%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- Anatomy and physiology of the digestive tract
- Energy and protein metabolism
- Nutrition and ration formulation
- Equine locomotion
- Anatomy as it relates to locomotion
- Coat colour genetics of horses
- Selection for athletic ability in horses
- Anatomy and physiology of the female reproductive tract
- Artificial insemination, in vitro fertilization, and embryo transfer in horses
- Intestinal parasitology
- Causes, prevention, diagnosis and treatment of common ailments in horses

UNIVERSITY OF THE FRASER VALLEY

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MEMORANDUM

TO: FSCC

FROM: David Fenske, Chemistry Department Head

DATE: June 12, 2012 (updated July 5, 2012)

SUBJECT: CHEM 325 – Inorganic Chemistry Laboratory - New Course

The Chemistry Department requests approval for the creation of a new course, CHEM 325 (2 credit), which would consist of inorganic chemistry labs, previously offered as part of CHEM 321 (4 credit) and CHEM 421 (4 credit). The course would be intended to be taken with either CHEM 321 (3 credit) or CHEM 421 (3 credit) -the newly revised 3rd and 4th year inorganic chemistry courses.

Rationale:

One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, CHEM 321 (4 credit - Intermediate Inorganic Chemistry) and CHEM 421 (4 credit - Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (CHEM 325 – 2 credit) to complement what will now be two upper level lecture courses (CHEM 321 – 3 credit and CHEM 421 – 3 credit). This will have several benefits:

- It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
- It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
- It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
- It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

Effective:

September 2013

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CHEM 325	Science / Chemistry	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Inorganic Chemistry Laboratory
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course provides students with experience in practical inorganic chemistry, using a wide range of instrumental techniques. Experiments concentrate on the coordination chemistry of the transition metals, and of organo-transition metal compounds. This course closely correlates with and complements material covered in CHEM 321 (Intermediate Inorganic Chemistry) and CHEM 421 (Advanced Inorganic Chemistry).

Note: Students should take this course with either CHEM 321 or CHEM 421.

Note: Students who received credit for CHEM 321 prior to September 2013 cannot take CHEM 325 for further credit.

PREREQUISITES: CHEM 221
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 36

STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:		Hrs
Laboratory:	36	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **24**
Expected frequency of course offerings: Yearly
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Nigel Dance**		
Department Head:	**David Fenske**	Date approved:	**April 27, 2012**
Supporting area consultation		Date of meeting:	**June 15, 2012**
Curriculum Committee chair:	**David Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	**Lucila Lee**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

CHEM 325 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Discuss the relationship between theory and experiment, and the practical basis for most theories.
2. Demonstrate improved lab skills, in order to improve employability in the chemistry workplace.
3. Use novel lab equipment, in order to improve employability in the chemistry workplace.
4. Use modern spectroscopic equipment, in order to improve employability in the chemistry workplace.
5. Demonstrate improved communication skills, gained by working in small groups within the lab and pooling results and findings.
6. Gather and organize data from lab experiments, and interpret data in formal lab reports.
7. Use the WHMIS system to ensure safe working conditions in the lab.
8. Interpret MSDS sheets on chemicals used in the laboratory, and use the information to ensure safe use and disposal of chemicals.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course consists of prepared lab experiments which are chosen to complement the material covered in CHEM 321 and CHEM 421. Lectures, using audio-visual aids where appropriate, will be given on theory relating to the lab experiments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Assessment of lab reports from experiments carried out by the student.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

UFV Laboratory Manual for CHEM 325.

SUPPLIES / MATERIALS:

All necessary laboratory supplies will be provided. Lab coats are provided, but students may wish to purchase their own lab coats.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Lab reports	60%
Laboratory exam	20%
Lab project	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Lab Check-In and Geometric Isomers of Cr(III)
2. Determination of the Composition of a Fe(III)/SCN complex
3. Determination of the Composition of Ni^{2+}/en complexes
4. Determination of the Formula of the Cuprammonium ion
5. Preparation and Study of $[Co(NH_3)_4CO_3]Cl$ and $[Co(NH_3)_5Cl]Cl_2$
6. Linkage Isomers of Co(III) Complexes
7. Kinetics of Hydrolysis of $[Co(NH_3)_5Cl]Cl_2$
8. Kinetics of Cis/trans Isomerization of $[Co(NH_2CH_2CH_2NH_2)_2Cl_2]Cl$
9. Magnetic Measurements.
10. Preparation, Characterisation and Reactions of Wilkinsons Catalyst, $RhCl(PPh_3)_3$
11. Preparation of mesitylenetricarbonylmolybdenum(0)
12. Preparation of Cyclopentadienylirondicarbonyl Dimer, $[(C_5H_5)Fe(CO)_2]_2$
13. Preparation of $[CH_3C_5H_4Mn(CO)_2NO][PF_6]$

UNIVERSITY OF THE FRASER VALLEY

33844 King Road
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Tel: (604) 504-7441

MEMORANDUM

TO: FSCC

FROM: David Fenske, Chemistry Department Head

DATE: June 14, 2012 (updated July 5, 2012)

SUBJECT: CHEM 321 – course revision

The Chemistry Department requests approval for the following changes to Chem 321, which include a decrease in credit value, and the removal of labs.

Current Credit Value:

4 credits

New Credit Value:

3 credits

Change to Course Content:

The laboratory component of this course has been removed, and will be offered as part of a new course, ~~Chem~~ CHEM 325 - 2 credit (Inorganic Chemistry Laboratory). The course content and prerequisites remain essentially the same.

Rationale:

One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, ~~Chem~~ CHEM 321 — 4 credit (Intermediate Inorganic Chemistry) and CHEM 421 - 4 credit (Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (Chem 325 — 2 credit) to complement what will now be two upper level lecture courses (~~Chem~~ CHEM 321 -3 credit and CHEM 421 - 3 credit). This will have several benefits:

- It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
- It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
- It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
- It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

Effective:

~~January 2013~~ September 2013

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 1994
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED: *(six years after UEC approval)*	September 2018 *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CHEM 321	Science / Chemistry	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Intermediate Inorganic Chemistry
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course concentrates on the coordination chemistry of the transition metals. Topics covered include nomenclature, isomerism, crystal field theory, molecular orbital theory, thermodynamic aspects, uv-visible spectroscopy and Tanabe-Sugano diagrams, and the kinetics and mechanisms of ligand substitution and redox reactions.

Note: Students planning to take CHEM 325 should do so in the same semester as either CHEM 321 or CHEM 421.

PREREQUISITES: CHEM 221
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 24
Expected frequency of course offerings: Yearly
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Nigel Dance**		
Department Head:	**David Fenske**	Date approved:	**April 27, 2012**
Supporting area consultation		Date of meeting:	**June 15, 2012**
Curriculum Committee chair:	**David Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	**Lucila Lee**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

CHEM 321 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Critically discuss the electron configuration of transition metal ions by reference to effective nuclear charge and orbital energy level diagrams.
2. Describe the ligand-metal bonding in transition metal complexes using Crystal Field and Molecular Orbital theories.
3. Critically discuss the evidence for different mechanisms of ligand exchange and redox reactions of transition metal complexes.
4. Analyze the position of ligands in the spectrochemical series by reference to ligand to metal sigma and pi bonding, and metal to ligand pi bonding.
5. Describe the relationships between electron configuration, crystal field stabilization energy and geometry for octahedral, tetrahedral, and square planar complexes.
6. Explain the relationship between thermodynamic data enthalpy and entropy terms) and stability constants for ligand exchange reactions.
7. Synthesize microstate tables for octahedral complexes with different d-electron configurations, and relate the reducible and irreducible representations of electronic states to Tanabe-Sugano diagrams.
8. Interpret UV-visible spectra using microstate tables and Tanabe-Sugano diagrams

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Presentation of the course will be by inter-related theory classes (lectures) and discussion periods. Audio-visual aids will be used where appropriate.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

'Inorganic Chemistry," G.L. Miessler and D. A. Tarr, current edition,

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

In-term tests	30%
Problem sets	10%
Oral or written presentations	20%
Final examination	40%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Introduction
Some history of coordination chemistry, coordination numbers, geometry, isomerism and types of ligands, nomenclature, electron configurations of transition metals

Symmetry
Symmetry operations and group theory, applications of group theory to infrared spectroscopy

The Metal-Ligand Bond
Applications of various bonding theories to coordination chemistry with emphasis on Molecular Orbital Theory, electron configurations of coordination complexes in various geometries such as octahedral, tetrahedral and square planar, the spectrochemical series, magnetic moments, Jahn-Teller distortion

UV-Visible Spectra of Coordination Compounds
Quantum numbers of multi-electron atoms, ground and excited state terms, interpretation of UV-visible spectra using Tanabe-Sugano diagrams

Complex Stability
Stability constants, factors that influence stability

Kinetics
Inert and labile compounds, mechanisms of ligand substitution reactions and redox reactions

UNIVERSITY OF THE FRASER VALLEY

33844 King Road
Abbotsford, BC
V2S 7M8
Tel: (604) 504-7441

MEMORANDUM

TO: FSCC

FROM: David Fenske, Chemistry Department Head

DATE: June 12, 2012 (updated July 5, 2012)

SUBJECT: CHEM 421 – course revision

The Chemistry Department requests approval for the following changes to Chem 421, which include a decrease in credit value, and the removal of labs.

Current Credit Value:

4 credits

New Credit Value:

3 credits

Change to Course Content:

The laboratory component of this course has been removed, and will be offered in revised form as part of a new course, ~~Chem~~ CHEM 325 – 2 credit (Inorganic Chemistry Laboratory). The course content and prerequisites remain essentially the same.

Rationale:

One of the strengths of our science program is the excellent laboratory component that accompanies a major in biology, chemistry, or physics. However, it has become clear from student feedback, and from comparisons with other universities, that our chemistry program is a little heavy in its laboratory requirements in the upper levels. As a first step to improve our upper level course offerings, we propose modifying our inorganic chemistry courses. Currently, ~~Chem~~ CHEM 321 - 4 credit (Intermediate Inorganic Chemistry) and CHEM 421 – 4 credit (Advanced Inorganic Chemistry) are both lecture-lab courses. We propose to separate the lab component from both courses, and offer a single upper level inorganic lab course (CHEM ~~hem~~ 325 – 2 credit) to complement what will now be two upper level lecture courses (CHEM ~~hem~~ 321 – 3 credit and CHEM 421 – 3 credit). This will have several benefits:

- It will reduce the number of labs our students have to take. We will require certain upper level lab courses for our major and minor, but will allow some to be electives (in future revisions to the degree).
- It will make assigning transfer credit easier when students come in with lecture-only courses from other institutions.
- It will provide for greater flexibility in scheduling, as we could offer the lab course in either the fall or winter semester.
- It would make it easier to offer the lecture courses in an online format, should we ever choose to do so (this could allow registrations from outside the Fraser Valley, and potentially increase enrollment in upper level courses).

Effective:

~~January 2013~~September 2013

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 1995
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED: *(six years after UEC approval)*	September 2018 *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

CHEM 421	Faculty of Science, Chemistry	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Advanced Inorganic Chemistry
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course concentrates on organo-transition metal chemistry, with emphasis on bonding theories, the 18-electron rule, and cluster compounds. Emphasis is also placed on the role of organometallic complexes in organic syntheses and catalytic processes.

Note: Students planning to take CHEM 325 should do so in the same semester as either CHEM 321 or CHEM 421.

PREREQUISITES: CHEM 321
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	45	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **24**
Expected frequency of course offerings: Every two years
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Nigel Dance**		
Department Head:	**David Fenske**	Date approved:	**April 27, 2012**
Supporting area consultation		Date of meeting:	**June 15, 2012**
Curriculum Committee chair:	**David Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	**Lucila Lee**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

CHEM 421 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Critically discuss the relative stability of different organometallic compounds by reference to the 18 electron rule.
2. Describe the ligand-metal bonding in organometallic compounds using Molecular Orbital theory.
3. Critically discuss the evidence for different mechanisms of ligand exchange and other reactions of organo-metallic compounds.
4. Explain the unifying nature of the isolobal concept.
5. Critically compare the nature of boron-cluster and organometallic cluster compounds using the 18 electron rule and the isolobal concept.
6. Interpret NMR spectra of organometallic compounds in terms of structure and fluxionality.
7. Synthesize models of IR spectra of metal carbonyl compounds by consideration of group theory and the nature of metal ligand bonding.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Presentation of the course will be by inter-related theory classes (lectures) and discussion periods. Audio-visual aids will be used where appropriate.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

"Organometallic Chemistry," G.O. Spessard and G.L. Miessler, current edition,

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

In-term tests	30%
Problem sets	10%
Oral or written presentations	20%
Final examination	40%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

- Theories of bonding; molecular orbital description of bonding in organometallics; the 18-electron rule; hard and soft ligands.
- The use of spectroscopic techniques in characterizing organometallic compounds; timescales of various physical techniques and fluxionality.
- Bonding of common ligands, such as carbon monoxide, hydride, phosphine, alkene, and carbene, in organo-transition metal compounds.
- Boron-cluster and metal-cluster compounds; methods of electron counting.
- The isolobal concept and its applications.
- Arene-transition metal complexes.
- The role of organo-transition metal complexes in organic synthesis.

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: CACC & Faculty Council

From: Michelle Rhodes, Head, Geography Department

Date: August 28, 2012

Re: Course update: GEOG 346

Rationale

GEOG 346 is up for its 4/6 year review. The changes that have been made reflect the way in which the course is taught by Garry Fehr, who will be taking over the course from David Gibson. Learning outcomes have been updated.

Budget Implications

None. Revisions more accurately reflect current structure of GEOG 346.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2005
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 346	Geography	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Geography of Religion
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

A study of the geographical expression of religion and belief systems, this course covers the origins, diffusion and changing impacts of belief on cultural patterns and landscapes. Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.

PREREQUISITES: One of GEOG 240, GEOG 241, or GEOG 242.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: **GEOG 400C**
(b) Cross-listed with:
(c) Cannot take: **GEOG 400C** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**20**	Hrs
Laboratory:		Hrs
Field experience:	**10**	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **28**
Expected frequency of course offerings: Once every second year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Garry Fehr**		
Department Head:	**Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GEOG 346 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
1. Describe and discuss the origin, diffusion and present patterns of belief systems.
2. Explain the creation of landscapes through the examination of religious experience, sacred places and pilgrimage.
3. Critically analyze the role of religion in defining environmental attitudes and political movements.
4. Identify and interpret local religious landscapes and discuss their spatial evolution in relation to belief systems.
5. Demonstrate fundamental skills in geographic research, analysis and synthesis.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Teaching methods will include lectures, guest speakers, seminar activities, audio-visual materials, student presentations and fieldtrips.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Chris C. Park.1994. Sacred Worlds, An Introduction to Geography and Religion. London: Routledge
Hitchcock, S. & Esposito, 2004. J. Geography of Religion: Where God Lives, Where Pilgrims Walk. Washington: National Geographic.
Stump, R. 2008. The Geography of Religion: Faith, Place and Space. Rowman & Littlefield Publishers.
Eck, D. 2012. India: A Sacred Geography. New York: Harmony Publishers.

1. Diffusion and Dispersion
John J Saunders, (ed)1966, The Muslim World On The Eve Of Europe's Expansion. 83-94.Englewood Cliffs NJ: Prentice-Hall.
Michael K Steinberg, 2002, "The Second Conquest: Religious Conversion and the Erosion of the Cultural Ecological Core among the Mopan Maya", Journal of Cultural Geography. 20(1) 91-105.
Robert Voeks, 1993, "African Medicine and Magic in the Americas", The Geographical Review. 83 (1) 67-78.

2. Belief and Action in the Environment
Jenkins, W. & Chapple, C. 2011. Religion and Environment. Annual Review of Environment and Resources, 36, 441-463.
Lynn White Jr.1967,"The Historical Roots of Our Ecologic Crisis", Science. 155 (3765): 1203-07,
Yi-Fu Tuan, 1970,"Our Treatment of the Environment in Ideal and Actuality", American Scientist 58 (3): 244-49.
Robin W. Doughty, 1994,"Environmental Theology: Trends in Christian Thought", in Re-Reading Cultural Geography. Kenneth E. Foote et al (eds.) 313-322. Austin, Texas: University of Texas Press.
Kong, L. 2010. Global Shifts, Theoretical Shifts: Changing Geographies of Religion. Progress in Human Geography, 34(6), 755-776.

3. Sacred Places
A. The Meaning of Place
Yi-Fu Tuan, 1974, "Topophila and Environment", in Topophilia: A Study of Environmental Perception, Attitudes, And Values. 92-112. Englewood Cliffs, NJ: Prentice Hall
Miles Richardson, 2000, "The Gift of Presence", in Alexander Murphy, Douglas L Johnson, and Viola Haarmann (eds), Cultural Encounters with the Environment: Enduring and Evolving Geographic Themes . 257-272. Lanham: Rowman & Littlefield.
B. Pilgrimage
Philip L. Wagner, 1997, "Pilgrimage: Culture and Geography", in Robert H. Stoddard and Alan Morinis (eds.), Sacred Places, Sacred Spaces: The Geography of Pilgrimages. 299-323. Baton Rouge LA: Dept of Geography and Anthropology, LSU..
Hiroshi Tanaka, 1976, "Religious Merit and Convenience, The Resolution Of A Conflict Within A Pilgrimage Through Spatial-Temporal Adjustments", Occasional Papers in Geography 22 (New Themes in Western Canadian Geography: The Langara Papers) 109-118.
Joseph J. Hobbs, 1993, "Sacred Space and Touristic Development At Jebel Musa (Mt. Sinai), Egypt", Journal of Cultural Geography. 14(1) 99-113.
Daniel R. Weir and Irisita Azary, 2001, "Quitovac Oasis: A Sense of Home Place and the Development of Water Resources", Professional Geographer. 53(1) 45-55.
C. Architecture
Charles A. Heatwole,1989 "Sectarian Ideology and Church Architecture", The Geographical Review. 79 (1) 63-78.
D. Spiritual Geography
Martha L. Henderson, 1993, "What is Spiritual Geography", The Geographical Review 83(4). 469-472.

4. Regions and Landscapes
Elaine M. Bjorklund, 1964, "Ideology and Culture Exemplified in Southwestern Michigan", Annals of the Association of American Geographers. 54 (2) 227-241
Richard V. Francaviglia, 1971, "The Cemetery as an Evolving Cultural Landscape", Annals of the Association of American Geographers. 61 (3) 501-509.
Ingolf Vogeler, 1976, "The Roman Catholic Culture Region of Central Minnesota", Pioneer America. 8, 71-83.
Park, C. 2004. Religion and Geography. Chapter 17 in Hinnells, J. (ed.) Routledge Companion to the Study of Religion. London: Routledge.

Textbooks, references, materials continued:

5. Emerging Patterns
Jay Johnson and Frank J Costa,1998, "Hindu Temple Development in the United States: Planning and Zoning Issues", Journal of Cultural Geography, 17 (2) 115-124.
Barbara A Weightman, 1992, "Changing Religious Landscapes in Los Angeles", Journal of Cultural Geography, 12 (2), 1-20.

SUPPLIES / MATERIALS:

Minimal fieldtrip fee.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Examinations	50%
Critical Essay on assigned topic	25%
Field Projects	25%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Introduction: The geographic study of religion
2. Historical Patterns of Religion -
3. Spatial Patterns of Religion
4. Migration, Ethnicity and Religion
5. Sacred Places
6. Pilgrimage
7. Architecture
8. Landscapes of Death
9. Religious Regions and Landscapes
10. Religion and Development
11. Religion and Politics
12. Presentations
13. Conclusions and Review

MEMORANDUM

TO Chair, CACC and FCC
FROM: Garry Fehr, Geography Department
DATE: August 28, 2012
SUBJECT: Revision of GEOG 340 and Cross List as GDS 340

Rationale for Revision and Cross List of Geography 340 as GDS 340:

As part of the DQAB Review of the proposed Bachelor of Arts in Global Development Studies the Expert Panel recommended that all core development theory courses (GDS 100; 250; 340 and 363) be revised so that core development theory and content ladder and increase in complexity as an integrated program of study rather than operate as individual courses in their disciplinary homes. Secondly, GEOG 340 was recommended to become the courses that provides an essential environmental perspective to the program. The revisions reflect the recommendations of the DQAB Expert Panel Review.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2009
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 340	GEOGRAPHY	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS

Geographies of Poverty and Development
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course uses a geographical approach to examine the spatial patterns of development and analyze the numerous models and programs that have been used to ameliorate poverty. In particular, the course demonstrates how questions of scale and multiple perspectives influence the design, implementation, and outcomes of sustainable development programs, with an emphasis on the environment, climate change, and Non-Governmental Organizations.

Note: Field trips outside of class time will be required.

Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.

PREREQUISITES: One of GEOG 240, GEOG 241, GEOG 242, or SOC 250/GDS 250.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **GDS 340**
(c) Cannot take: **GDS 340** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**22**	Hrs
Laboratory:		Hrs
Field experience:	**8**	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **28**
Expected frequency of course offerings: every other year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Garry Fehr and Cherie Enns**		
Department Head:	**Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GEOG 340 **OFFICIAL UNDERGRADUATECOURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

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

1. Discuss the geographical context of development and underdevelopment in both the Global South and the dominant North from a multi-scalar spatial perspective.
2. Describe how global processes are leading to progressively unequal patterns of development and change.
3. Critically evaluate the implications and impacts of development methods, programs and poverty alleviation projects on the environment and marginalized communities.
4. Identify key sources for information on topics within international development geography, and how to critically utilize these sources in a research project;
5. Clearly convey the findings of one's research to a general audience.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The format of the course will include lectures, assigned readings, discussion groups and oral presentations. Special emphasis will be placed on student participation in seminars, group projects and field observation and reporting. Audio visual materials and case studies will support lecture material.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Course Pack
Chambers R. 2008. Revolutions in Development Inquiry. London: Earthscan.
Gupta, J. & Grijp, N. Eds. (2010). *Mainstreaming Climate Change in Development Cooperation.* Cambridge.
Holmen, H. (2009). *Snakes in Paradise: NGOs and the Aid Industry in Africa.* Kumarian Press.
Ljung, P. and G. Tannerfeldt (2006) *More Urban Less Poor: An Introduction to Urban Development and Management,* London, UK: Earthscan Pub.
Nichols, P. (2006) *Social Survey methods: A Fieldguide for Development Workers.* London, Oxfam.
Sachs, J. (2005) *The End of Poverty: Economic Possibilities for Our Time.* New York: Penguin Books.
Sheppard, E. et. Al. (2009). *A World of Difference: Encountering and Contesting Development.2nd Ed.* Guilford.

SUPPLIES / MATERIALS:

This course will have a mandatory field trip requiring an additional fee. Details are available on course outlines distributed in class.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Class participation	10%
Research proposal	10%
Research paper	25%
NGO evaluation	20%
Exams	35%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Patterns of poverty and underdevelopment
2. Alternative institutions of development – NGOs and civil society
3. Challenges for NGOs
4. Role of the environment and development – resource constraints, environmental impacts and sustainability
5. Contested environments
6. Vulnerability and climate change
7. Rural spaces – rural livelihoods, households and communities
8. Urban spaces – the Brown Agenda and sustainable urbanization
9. Rural-Urban linkages – regional inequalities, peri-urban areas, and migration
10. Aligning micro, meso, and macro level strategies

UNIVERSITY OF THE FRASER VALLEY

CROSS-LISTED COURSE OUTLINE

COURSE IMPLEMENTATION DATE:	September 2009
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

CROSS-LISTED COURSE OUTLINE INFORMATION

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 340	Global Development Studies	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Geographies of Poverty and Development
COURSE DESCRIPTIVE TITLE

OFFICIAL COURSE OUTLINE:

This is a cross-listed course. Please refer to **GEOG 340** for the official course outline.

CALENDAR DESCRIPTION:

This course uses a geographical approach to examine the spatial patterns of development and analyze the numerous models and programs that have been used to ameliorate poverty. In particular, the course demonstrates how questions of scale and multiple perspectives influence the design, implementation, and outcomes of sustainable development programs, with an emphasis on the environment, climate change, and Non-Governmental Organizations.

Note: Field trips outside of class time will be required.

Note: This course is offered as GEOG 340 and GDS 340. Students may take only one of these for credit.

PREREQUISITES: One of GEOG 240, GEOG 241, GEOG 242, or SOC 250/GDS 250.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **GEOG 340**
(c) Cannot take: **GEOG 340** for further credit.

SERVICE COURSE TO (department/program):

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Garry Fehr and Cherie Enns**		
Department Head:	**Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Science Faculty Council

From: Michelle Rhodes, Head, Geography Department

Date: August 28, 2012

Re: Geography 402 pre-requisite changes

Rationale for Pre-requisite Changes, Geography 402

For **GEOG 402:**

The instructor of this course has noted that students that enter this course directly from GEOG 202 on average tend to struggle with the difficulty of the material. However, those students that excel in GEOG 202—the A and B students—usually have far fewer challenges with the material. Thus, the proposed change will continue to allow for those GEOG 202 students to continue directly into GEOG 402 provided they received high marks in the former course.

Other changes include a new text, and revisions that clarify learning outcomes.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 1997
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 402	Geography	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Quaternary Geology and Geomorphology
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will examine selected aspects of stratigraphy, geomorphology, glacial geology, and long-term climate history of the Quaternary Period. Glacial and fluvial sedimentary models introduced in GEOG 202 and 302 will be reviewed. Regional emphasis will be placed on southwestern British Columbia and adjacent regions. Fieldwork is an essential component of this course.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

PREREQUISITES: GEOG 302 or GEOG 304; or GEOG 202 with a grade of B or better.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 75

STRUCTURE OF HOURS:

Lectures:	40	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:	35	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 20
Expected frequency of course offerings: Every other year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Dr. Olav Lian**		
Department Head:	**Dr. Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**April 13, 2012**
Curriculum Committee chair:	**Dave Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	**Lucy Lee**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GEOG 402 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- Apply, and build on, many of the field and laboratory data collection and analysis skills and techniques developed in this course and earlier physical geography courses to solve various field problems. Demonstrate in field reports and independent research an advanced understanding of regional Quaternary geology and geomorphology, and the mechanisms and evidence of long-term environmental (e.g., climate) change.
- Discuss and present a working knowledge of how Earth scientists date past environments and how fossil evidence can be used to reconstruct those environments.
- Provide an explanation and demonstrate an appreciation of how real research (in the field and the laboratory) is undertaken to solve problems in environmental science.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

This course will be organized around a series of lectures, laboratory exercises, and field trips. The course will consist of a two-hour lecture, followed by a three-hour laboratory session. On many of the days, field trips will replace both the lecture and the lab components; at least one weekend field trip will be scheduled. In total, a minimum of five days will be spent in the field. The field trips will be to key sites in the Fraser Lowland and surrounding regions where research has been done to reconstruct environmental history. Field trips will also introduce the student to active research laboratories (e.g., Royal BC Museum, Pacific Geoscience Centre, Geological Survey of Canada).

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Benn, D.I, and Evans, D.J.A. 2010. Glaciers & Glaciation (2nd ed.). Hodder. London
Evans, D.J.A., and Benn, D.I. 2004. A practical guide to the study of glacial sediments. Arnold. London
Bennett, M.R. and Glasser, N.F., 1996. Glacial Geology: Ice Sheets and Landforms. Wiley. London.

SUPPLIES / MATERIALS:

All-weather clothing for field work; water-proof notebook; camera.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Field trip reports	80%*
Review (essay) of a selected research topic	15%
Oral presentation of the selected research topic	5%

* 4 reports in total; typically, reports are based on data collected, and observations made, on one three-day trip and three one-day trips.

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Lecture Topics
1. The Quaternary Period - an overview.
2. Mechanisms and records of long-term climate change
3. Quaternary sedimentological processes
4. Quaternary stratigraphy, facies analysis
5. Quaternary soils and fossil organic matter; microfossil and macrofossil records
6. Paraglacial sedimentation
7. Quaternary geochronological techniques and their uses and limitations
8. Glacial geology (structural geology of glacigenic sediments)
9. The Quaternary of North America with emphasis on southwestern BC.
10. Soils in the Quaternary record.

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: CACC & Faculty Council

From: Michelle Rhodes, Head, Geography Department

Date: August 28, 2012

Re: Course update: GEOG 470

Rationale

GEOG 470 is a course that Geography uses for its field schools and study tours. After internal discussion regarding learning outcomes, it was determined that students taking this course often lack the core skills of the discipline needed to complete work in the course. This is because they are taking the course earlier in their program, or they have chosen to take their GIS requirement (GEOG 253) in the last term or two.

As a result, we have added a pre-requisite of either GEOG 250 or GEOG 253. Both are skills-training courses, and thus are highly applicable to this course. This will allow the instructors of GEOG 470 to anticipate and expect a certain level of application and output for assignments from students.

Further, this course has over the past several years become much more integrative of the full program (human *and* physical geography) and this is now reflected in the course description.

The change in hours reflects the reality of current instruction, given that students now spend 5-6 days in the field for this course, rather than 4-5. A greater lecture component is included in order to provide more preparatory time for the trip. As a 5-credit, 4th year course, the students have realistically been expected to complete approximately 30 hours of self-directed learning, and thus, this change reflects nature of how course is offered.

Additional examples have been included in order to update the sample materials lists and evaluations.

Budget Implications

None. Revisions more accurately reflect current structure of GEOG 470.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 2002
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 470	Geography	5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Advanced Field Studies in Geography
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

In this capstone course of intensive field study, students will apply concepts and techniques attained in their previous human and physical geography courses to the study of a region outside of Southwest British Columbia. Students will define and formulate research questions, collect and analyze appropriate data from primary and secondary sources, and communicate their findings for both academic and general audiences. Classroom meetings and independent research completed before and after field study are required. GEOG 470 is offered in multiple versions as part of study tours and *Adventures in Geography* (AIG) field excursions. Please refer to department website for dates and locations of study tours and AIGs.

PREREQUISITES: 60 credits, including at least 4 credits of upper-level Geography; application to an acceptance in study tour or field school.
Note: As of September 2013, one of GEOG 250 or 253 must also be included in the 20 credits.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **92**

STRUCTURE OF HOURS:

Lectures:	**12**	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:	**50**	Hrs
Student directed learning:	**30**	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: Variable; up to 18 with 3 instructors
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☒ Yes ☐ No

Course designer(s):	**Michelle Rhodes**		
Department Head:	**Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GEOG 470 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Critically define and discuss the geographic character and regional boundaries of a region under study;
2. Identify field problems and develop testable hypotheses for purposes of further research;
3. Identify the larger significance of case study and field research, as well as the transferability of this research designs and findings, to new research situations;
4. Maintain a field journal, make relevant observations, and support the journal with appropriate visual evidence collected in the field;
5. Identify and use a range of appropriate research techniques (e.g. mapping, statistical analysis, GIS, participant observation, etc.) needed for completing a field-based research project;
6. Combine primary and secondary source information into visual and written presentations for both academic and non-academic audiences;
7. Work effectively and collaboratively in a non-local and potentially foreign environment.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

GEOG 470 is designed in support of geography study tours, including both the 5-6 day *Adventures in Geography* study tours, and the 2-3 week study tours further afield. Students completing a longer study tour will take GEOG 470 in conjunction with other courses. GEOG 470 requires the completion of field research in combination with library and online research, almost all of which takes place outside of the traditional classroom setting. Each day, students gain an understanding from direct field observations, landscape interpretation, on-site presentations from instructors, field measurements, and other activities. Students are expected to complete field exercises while on the tour.

During a typical field study, students can expect to:

- Participate in a variety of field experiences, whether urban, rural, or occasionally wilderness. Some exercises require physical exertion, but the instructors make the best efforts to make activities as all-abilities as practical;
- Work together in groups (on certain assignments) to solve general or particular research problems in the field;
- Answer questions posed by instructors in the field that address specific geographic patterns;
- Participate further in group discussions on topics and issues associated with locations on the tour.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Presentation of equivalent research or course work that demonstrates completion of research project in geography

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Highly variable, depending on nature of the research project and/ or study tour. Readings include a combination of assigned materials and additional research materials. Below are some of the materials used to support GEOG 470J on the Yellowstone-Glacier (Montana) study tour:

Journals and online resources:

- Glacier National Park website
- *Montana: A Magazine of Western History*
- National Park Service, *Geology Field notes* (Glacier National Park)
- USGS website
- *Yellowstone Science*
- Yellowstone National Park Archives
- Yellowstone National Park Spatial Analysis Centre
- Yellowstone Science Bibliography (maintained by Washington State University): http://www.wsulibs.wsu.edu/yellowstone/

Articles:

- Barrack, KA. 2010. Protecting the geyser basins of Yellowstone National Park: toward a new national policy for a vulnerable environmental resource. Environmental Management 45: 192-202.
- Binnema, Ted, and Melanie Niemi. 2006. “Let the Line Be Drawn Now”: Wilderness, Conservation, and the Exclusion of Aboriginal People from Banff National Park in Canada” *Environmental History* 11: 724-50.
- Bottomly-O`Looney, J. and D. Shaw. 2010. Glacier National Park: People, a Playground, a Park. *Montana: A Magazine of Western History*

Textbooks, references, materials continued:

- Dilsaver, Larry. 2010. Yellowstone and the Snowmobile: Locking Horns over National Park Use. *Montana: A Magazine of Western History* 60 (1): 79-81.
- Hall M.H. and Fagre, D.B. 2003. Modeled Climate-Induced Glacier Change in Glacier National Park, 1850–2100. *BioScience* 53: 131–140
- Halofsy, Josh, et al., 2008. Recoupling fire and aspen recruitment after wolf reintroduction in Yellowstone National Park, USA. *Forest Ecology and Management* 256 (8): 1004-1008.
- Harper, Andrew. 2010. Conceiving Nature: The Creation of Montana`s Glacier National Park. *Montana: A Magazine of Western History* 60(2): 3-24.
- Kellert, S., Black, M., Rush, C., and A. Bath. 1996. Human Culture and Large Carnivore Conservation in North America. *Conservation Biology* 10 (4): 977-990. Available on-line.
- Kendall, Katherine, et al., 2008. Grizzly Bear Density in Glacier National Park, Montana. *Journal of Wildlife Management* 72 (8): 1693-1705.
- Kilpatrick, A. Marm. 2009. Wildlife–livestock conflict: the risk of pathogen transmission from bison to cattle outside Yellowstone National Park. *Journal of Applied Ecology*
- Man, AY. 2011. Julius Seyler and the Blackfeet: An Impressionist at Glacier National Park. *American Indian Culture and Research Journal* 35 (2): 212-217.
- Mansfield, Carol, et al. 2008. Preferences for Public Lands Management under Competing Uses: The Case of Yellowstone National Park. *Land Economics* 84(2): 282-305.
- Millspaugh, Sarah, and Cathy Whitlock. 1995. A 750-year fire history based on lake sediment records in central Yellowstone National Park, USA. *Holocene* 5(3): 283-292.
- Nash, Roderick. 1970. The American Invention of National Parks. *American Quarterly* 22 (3): 726-35.
- Painter, Luke, and William Ripple. 2011. Effects of bison on willow and cottonwood in northern Yellowstone National Park. *Forest Ecology and Management* 46 (2): 476-485.
- Power, Thomas Michael. 1991. Ecosystem Preservation and the Economy in the Greater Yellowstone Area. *Conservation Biology* 5 (3): 395-404. Available through JSTOR.
- Ripple, William, and Robert Beschta. 2011. Trophic cascades in Yellowstone: The first 15years after wolf reintroduction. *Biological Conservation.*
- Varley, J. and P. Schullery. 1994. The reality and opportunity in the Yellowstone fires of 1988, in *The Greater Yellowstone Ecosystem: Redefining America's Wilderness Heritage, reissue ed.,* edited by R. Keiter, 105-122. New Haven, CT: Yale University Press.
- Wicks, C., Thatcher, W., Dzurisin, D. and J. Svarc. 2006. Uplift, thermal unrest, and magma intrusion at Yellowstone caldera: *Nature* 440: 72-75. Available on-line.

Videos:

- Hawes-Davis, Doug, dir. 2011. *Facing the Storm: The Story of American Bison.* High Plains Films.

Books:

- Barker, R. 2005. *Scorched Earth: How the fires of Yellowstone changed America.* Island Press/ Shearwater Books.
- Barringer, M. 2002. *Selling Yellowstone: Capitalism and the Construction of Nature.* University Press of Kansas.
- Butler, David, Malanson, George, Walsh, Stephen, Fagre, Daniel, ed. (2009). *The Changing Alpine Treeline, Volume 12: The Example of Glacier National Park, MT, USA*. Elsevier Science.
- Corbin, Annalies. 2010. *Historical Archaeology of Tourism in Yellowstone National Park.* Springer.
- *Ecological Dynamics on Yellowstone`s Northern Range.* 2002. National Academy Press.
- Hungry Wolf, Adolf. 1971. *Good Medicine in Glacier National Park: Inspirational Photos and Stories from the Days of the Blackfoot People.* Good Medicine Books.
- Johnson, Jerry. 2010. *Knowing Yellowstone: Science in America`s First National Park.* Taylor Trade Publishing.
- Kinsey, Joni. 2006. *Thomas Moran`s West: Chromolithography, High Art, and Popular Taste.* University Press of Kansas.
- Meagher, Margaret. 1998. *Yellowstone and the Biology of Time: Photographs Across a Century.* University of Oklahoma Press.
- Meyer, Judith. 1996. *The Spirit of Yellowstone: The Cultural Evolution of a National Park.* Rowan and Littlefield.
- Nabokov, P, and L. Loendorf. 2004*. Restoring a Presence: American Indians and Yellowstone National Park.* University of Oklahoma Press.
- National Park Service. 2011. Yellowstone Resources and Issues Handbook, or latest edition.
- Prato, Tony, and Dan Fagre, ed. 2007. *Sustaining Rocky Mountain Landscapes – Science, Policy, and Management for the Crown of the Continent Ecosystem*. Washington D.C.: Resources for the Future.
- Schullery, P. 2004. *Searching for Yellowstone: Ecology and wonder in the last wilderness.* Helena, MT: Montana Historical Society Press.

Textbooks, references, materials continued:

- Siegel, L. 2000. *Windows into the Earth: The Geologic Story of Yellowstone and Grand Teton National Parks*. Oxford University Press.
- Smith, D., and G. Ferguson. 2005. *Decade of the Wolf: Returning the Wild to Yellowstone.* The Lyons Press.
- Wallace, Linda. 2004. *After the Fires: Ecology of Change in Yellowstone National Park*
- Webb, Robert. 2010. *Repeat Photography: Methods and Applications in the Natural Sciences.* Island Press.
- Wondrak, Alice. 2006. *Do Not Feed the Bears: The Fitful History of Tourists and Wildlife in Yellowstone National Park.* University of Kansas Press.

SUPPLIES / MATERIALS:

Additional trip fee is required, and is dependent on location and numbers of students and instructors.

Supplies required will depend on the location and nature of study. For example, supplies required for the Mt. St. Helens and Channeled Scablands *Adventures in Geography* study tour included:

- Reading List
- Carry-on sized suitcase or backpack (approx. 55 cm x 23 cm x 40 cm)*
- Daypack (waterproof)
- TWO (2) water bottles (should be larger than 500ml)
- Rain jacket and rain pants
- Rite-in-rain books (available at UFV bookstore)
- Hiking boots (high-ankles are recommended)**
- Sleeping bag
- Small pillow
- Camera with extra batteries and film/memory card (cell phone photos are not acceptable)
- Sunscreen
- Insect repellant
- Passport for internstional travel *or* Driver's License for domestic travel AND birth certificate
- Photocopy of passport or driver's license and birth certificate
- Fleece jacket or similar
- Hat and gloves (could be chilly)
- Mess kit (non-breakable plate, bowl, mug and cutlery)
- Flashlight/lantern
- Personal gear (including medications etc.)
- Spending money (US funds)

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Trip preparation: 15%

- Written responses (2) to core readings and videos (10%)
- Annotated bibliography (5%)

In the field: 50%

- Active participation in daily discussion and presentation of ideas and research (from complementary courses) while on the study tour or AIG; demonstrated ability to work in team for completing field work and daily tasks associated with travel (10%)
- Planning, execution, and presentation (post-trip) of field exercises (40%)
    - Journal records (10%)
    - Climate data analysis and discussion (5%)
    - Cultural landscape survey and analysis (5%)
    - Mapping exercise (5%)
    - Trail map and guide (15%)

Post-trip analysis and synthesis: 35%

- Topical field report or research analysis, with literature review (15%)
- Research poster (15%)
- Class presentation (5%)

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Course content presented is highly generalized, and is presented both in the classroom and in the field. The list of topics below is based on content included in previous study tours:

GEOG 470 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 5)**
COURSE NAME/NUMBER

Course content continued:

Topic 1: Introduction to regional studies and fieldwork in Geography; Introduction to the region to be visited
Topic 2: Techniques in the field; documenting the region; how to keep field notes, journaling, etc.
Topic 3: The Biophysical elements of regional landscapes; Understanding physical processes past and present; local ecology, landforms, and climate
Topic 4: Human Interaction with the physical environment; resource quality, use, and conservation
Topic 5: Demographic patterns and processes; history of settlement and patterns in the landscape today; rural and urban contrasts
Topic 6: Explorations and experiences in cultural, social, and economic geography, including agriculture, religion, ethnicity, political systems, foodways
Topic 7: Planning and preparation; dealing with natural hazards, appropriate development; wildlife management

Field studies are conducted in different world regions. GEOG 470 is designated with letters to indicate the subject region:

Course	Title
GEOG 470	Advanced Field Study in Geography
GEOG 470A	Advanced Field Study: South America
GEOG 470B	Advanced Field Study: British Columbia
GEOG 470C	Advanced Field Study: Hawaii and Pacific
GEOG 470D	Advanced Field Study: East Asia
GEOG 470E	Advanced Field Study: Pacific Northwest
GEOG 470F	Advanced Field Study: Australasia
GEOG 470G	Advanced Field Study: Europe
GEOG 470H	Advanced Field Study: American West/Hawaii
GEOG 470I	Advanced Field Study: South Asia
GEOG 470J	Advanced Field Study: National Parks
GEOG 470K	Advanced Field Study: Mexico and Central America
GEOG 470L	Advanced Field Study: Great Lakes/Central Canada
GEOG 470M	Advanced Field Study: Atlantic Canada
GEOG 470N	Advanced Field Study: United States
GEOG 470O	Advanced Field Study: Western Canada
GEOG 470P	Advanced Field Study: Western Europe
GEOG 470Q	Advanced Field Study: Southern Europe
GEOG 470R	Advanced Field Study: Eastern Europe
GEOG 470S	Advanced Field Study: Russia
GEOG 470T	Advanced Field Study: Southwest Asia/Middle East
GEOG 470U	Advanced Field Study: Southeast Asia
GEOG 470V	Advanced Field Study: Canada
GEOG 470W	Advanced Field Study: Sub-Saharan Africa
GEOG 470X	Advanced Field Study: East Africa
GEOG 470Y	Advanced Field Study: Circumpolar North/Canada's North

This lettering is consistent with GEOG 433.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 2002
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GEOG 470	Geography	5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Advanced Field Studies in Geography
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

In this capstone course of intensive field study, students will apply concepts and techniques attained in their previous human and physical geography courses to the study of a region outside of Southwest British Columbia. Students will define and formulate research questions, collect and analyze appropriate data from primary and secondary sources, and communicate their findings for both academic and general audiences. Classroom meetings and independent research completed before and after field study are required. GEOG 470 is offered in multiple versions as part of study tours and *Adventures in Geography* (AIG) field excursions. Please refer to department website for dates and locations of study tours and AIGs.

PREREQUISITES: 60 credits including GEOG 250 or 253, and at least 4 credits of upper-level Geography; application to an acceptance in study tour or field school.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces:

(b) Cross-listed with:

(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 92

STRUCTURE OF HOURS:

Lectures:	12	Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field experience:	50	Hrs
Student directed learning:	30	Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: Variable; up to 18 with 3 instructors
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) ☐ Yes ☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☒ Yes ☐ No

Course designer(s):	**Michelle Rhodes**		
Department Head:	**Michelle Rhodes**	Date approved:	**February 16, 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GEOG 470 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Critically define and discuss the geographic character and regional boundaries of a region under study;
2. Identify field problems and develop testable hypotheses for purposes of further research;
3. Identify the larger significance of case study and field research, as well as the transferability of this research designs and findings, to new research situations;
4. Maintain a field journal, make relevant observations, and support the journal with appropriate visual evidence collected in the field;
5. Identify and use a range of appropriate research techniques (e.g. mapping, statistical analysis, GIS, participant observation, etc.) needed for completing a field-based research project;
6. Combine primary and secondary source information into visual and written presentations for both academic and non-academic audiences;
7. Work effectively and collaboratively in a non-local and potentially foreign environment.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

GEOG 470 is designed in support of geography study tours, including both the 5-6 day *Adventures in Geography* study tours, and the 2-3 week study tours further afield. Students completing a longer study tour will take GEOG 470 in conjunction with other courses. GEOG 470 requires the completion of field research in combination with library and online research, almost all of which takes place outside of the traditional classroom setting. Each day, students gain an understanding from direct field observations, landscape interpretation, on-site presentations from instructors, field measurements, and other activities. Students are expected to complete field exercises while on the tour.

During a typical field study, students can expect to:

- Participate in a variety of field experiences, whether urban, rural, or occasionally wilderness. Some exercises require physical exertion, but the instructors make the best efforts to make activities as all-abilities as practical;
- Work together in groups (on certain assignments) to solve general or particular research problems in the field;
- Answer questions posed by instructors in the field that address specific geographic patterns;
- Participate further in group discussions on topics and issues associated with locations on the tour.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Presentation of equivalent research or course work that demonstrates completion of research project in geography

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Highly variable, depending on nature of the research project and/ or study tour. Readings include a combination of assigned materials and additional research materials. Below are some of the materials used to support GEOG 470J on the Yellowstone-Glacier (Montana) study tour:

Journals and online resources:

- Glacier National Park website
- *Montana: A Magazine of Western History*
- National Park Service, *Geology Field notes* (Glacier National Park)
- USGS website
- *Yellowstone Science*
- Yellowstone National Park Archives
- Yellowstone National Park Spatial Analysis Centre
- Yellowstone Science Bibliography (maintained by Washington State University): http://www.wsulibs.wsu.edu/yellowstone/

Articles:

- Barrack, KA. 2010. Protecting the geyser basins of Yellowstone National Park: toward a new national policy for a vulnerable environmental resource. Environmental Management 45: 192-202.
- Binnema, Ted, and Melanie Niemi. 2006. “Let the Line Be Drawn Now”: Wilderness, Conservation, and the Exclusion of Aboriginal People from Banff National Park in Canada” *Environmental History* 11: 724-50.
- Bottomly-O`Looney, J. and D. Shaw. 2010. Glacier National Park: People, a Playground, a Park. *Montana: A Magazine of Western History*

Textbooks, references, materials continued:

- Dilsaver, Larry. 2010. Yellowstone and the Snowmobile: Locking Horns over National Park Use. *Montana: A Magazine of Western History* 60 (1): 79-81.
- Hall M.H. and Fagre, D.B. 2003. Modeled Climate-Induced Glacier Change in Glacier National Park, 1850–2100. *BioScience* 53: 131–140
- Halofsy, Josh, et al., 2008. Recoupling fire and aspen recruitment after wolf reintroduction in Yellowstone National Park, USA. *Forest Ecology and Management* 256 (8): 1004-1008.
- Harper, Andrew. 2010. Conceiving Nature: The Creation of Montana`s Glacier National Park. *Montana: A Magazine of Western History* 60(2): 3-24.
- Kellert, S., Black, M., Rush, C., and A. Bath. 1996. Human Culture and Large Carnivore Conservation in North America. *Conservation Biology* 10 (4): 977-990. Available on-line.
- Kendall, Katherine, et al., 2008. Grizzly Bear Density in Glacier National Park, Montana. *Journal of Wildlife Management* 72 (8): 1693-1705.
- Kilpatrick, A. Marm. 2009. Wildlife–livestock conflict: the risk of pathogen transmission from bison to cattle outside Yellowstone National Park. *Journal of Applied Ecology*
- Man, AY. 2011. Julius Seyler and the Blackfeet: An Impressionist at Glacier National Park. *American Indian Culture and Research Journal* 35 (2): 212-217.
- Mansfield, Carol, et al. 2008. Preferences for Public Lands Management under Competing Uses: The Case of Yellowstone National Park. *Land Economics* 84(2): 282-305.
- Millspaugh, Sarah, and Cathy Whitlock. 1995. A 750-year fire history based on lake sediment records in central Yellowstone National Park, USA. *Holocene* 5(3): 283-292.
- Nash, Roderick. 1970. The American Invention of National Parks. *American Quarterly* 22 (3): 726-35.
- Painter, Luke, and William Ripple. 2011. Effects of bison on willow and cottonwood in northern Yellowstone National Park. *Forest Ecology and Management* 46 (2): 476-485.
- Power, Thomas Michael. 1991. Ecosystem Preservation and the Economy in the Greater Yellowstone Area. *Conservation Biology* 5 (3): 395-404. Available through JSTOR.
- Ripple, William, and Robert Beschta. 2011. Trophic cascades in Yellowstone: The first 15years after wolf reintroduction. *Biological Conservation.*
- Varley, J. and P. Schullery. 1994. The reality and opportunity in the Yellowstone fires of 1988, in *The Greater Yellowstone Ecosystem: Redefining America's Wilderness Heritage, reissue ed.,* edited by R. Keiter, 105-122. New Haven, CT: Yale University Press.
- Wicks, C., Thatcher, W., Dzurisin, D. and J. Svarc. 2006. Uplift, thermal unrest, and magma intrusion at Yellowstone caldera: *Nature* 440: 72-75. Available on-line.

Videos:

- Hawes-Davis, Doug, dir. 2011. *Facing the Storm: The Story of American Bison.* High Plains Films.

Books:

- Barker, R. 2005. *Scorched Earth: How the fires of Yellowstone changed America.* Island Press/ Shearwater Books.
- Barringer, M. 2002. *Selling Yellowstone: Capitalism and the Construction of Nature.* University Press of Kansas.
- Butler, David, Malanson, George, Walsh, Stephen, Fagre, Daniel, ed. (2009). *The Changing Alpine Treeline, Volume 12: The Example of Glacier National Park, MT, USA*. Elsevier Science.
- Corbin, Annalies. 2010. *Historical Archaeology of Tourism in Yellowstone National Park.* Springer.
- *Ecological Dynamics on Yellowstone`s Northern Range.* 2002. National Academy Press.
- Hungry Wolf, Adolf. 1971. *Good Medicine in Glacier National Park: Inspirational Photos and Stories from the Days of the Blackfoot People.* Good Medicine Books.
- Johnson, Jerry. 2010. *Knowing Yellowstone: Science in America`s First National Park.* Taylor Trade Publishing.
- Kinsey, Joni. 2006. *Thomas Moran`s West: Chromolithography, High Art, and Popular Taste.* University Press of Kansas.
- Meagher, Margaret. 1998. *Yellowstone and the Biology of Time: Photographs Across a Century.* University of Oklahoma Press.
- Meyer, Judith. 1996. *The Spirit of Yellowstone: The Cultural Evolution of a National Park.* Rowan and Littlefield.
- Nabokov, P, and L. Loendorf. 2004*. Restoring a Presence: American Indians and Yellowstone National Park.* University of Oklahoma Press.
- National Park Service. 2011. Yellowstone Resources and Issues Handbook, or latest edition.
- Prato, Tony, and Dan Fagre, ed. 2007. *Sustaining Rocky Mountain Landscapes – Science, Policy, and Management for the Crown of the Continent Ecosystem*. Washington D.C.: Resources for the Future.
- Schullery, P. 2004. *Searching for Yellowstone: Ecology and wonder in the last wilderness.* Helena, MT: Montana Historical Society Press.

Textbooks, references, materials continued:

- Siegel, L. 2000. *Windows into the Earth: The Geologic Story of Yellowstone and Grand Teton National Parks*. Oxford University Press.
- Smith, D., and G. Ferguson. 2005. *Decade of the Wolf: Returning the Wild to Yellowstone.* The Lyons Press.
- Wallace, Linda. 2004. *After the Fires: Ecology of Change in Yellowstone National Park*
- Webb, Robert. 2010. *Repeat Photography: Methods and Applications in the Natural Sciences.* Island Press.
- Wondrak, Alice. 2006. *Do Not Feed the Bears: The Fitful History of Tourists and Wildlife in Yellowstone National Park.* University of Kansas Press.

SUPPLIES / MATERIALS:

Additional trip fee is required, and is dependent on location and numbers of students and instructors.

Supplies required will depend on the location and nature of study. For example, supplies required for the Mt. St. Helens and Channeled Scablands *Adventures in Geography* study tour included:

- Reading List
- Carry-on sized suitcase or backpack (approx. 55 cm x 23 cm x 40 cm)*
- Daypack (waterproof)
- TWO (2) water bottles (should be larger than 500ml)
- Rain jacket and rain pants
- Rite-in-rain books (available at UFV bookstore)
- Hiking boots (high-ankles are recommended)**
- Sleeping bag
- Small pillow
- Camera with extra batteries and film/memory card (cell phone photos are not acceptable)
- Sunscreen
- Insect repellant
- Passport for internstional travel *or* Driver's License for domestic travel AND birth certificate
- Photocopy of passport or driver's license and birth certificate
- Fleece jacket or similar
- Hat and gloves (could be chilly)
- Mess kit (non-breakable plate, bowl, mug and cutlery)
- Flashlight/lantern
- Personal gear (including medications etc.)
- Spending money (US funds)

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Trip preparation: 15%

- Written responses (2) to core readings and videos (10%)
- Annotated bibliography (5%)

In the field: 50%

- Active participation in daily discussion and presentation of ideas and research (from complementary courses) while on the study tour or AIG; demonstrated ability to work in team for completing field work and daily tasks associated with travel (10%)
- Planning, execution, and presentation (post-trip) of field exercises (40%)
    - Journal records (10%)
    - Climate data analysis and discussion (5%)
    - Cultural landscape survey and analysis (5%)
    - Mapping exercise (5%)
    - Trail map and guide (15%)

Post-trip analysis and synthesis: 35%

- Topical field report or research analysis, with literature review (15%)
- Research poster (15%)
- Class presentation (5%)

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Course content presented is highly generalized, and is presented both in the classroom and in the field. The list of topics below is based on content included in previous study tours:

GEOG 470 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 5)**
COURSE NAME/NUMBER

Course content continued:

Topic 1: Introduction to regional studies and fieldwork in Geography; Introduction to the region to be visited
Topic 2: Techniques in the field; documenting the region; how to keep field notes, journaling, etc.
Topic 3: The Biophysical elements of regional landscapes; Understanding physical processes past and present; local ecology, landforms, and climate
Topic 4: Human Interaction with the physical environment; resource quality, use, and conservation
Topic 5: Demographic patterns and processes; history of settlement and patterns in the landscape today; rural and urban contrasts
Topic 6: Explorations and experiences in cultural, social, and economic geography, including agriculture, religion, ethnicity, political systems, foodways
Topic 7: Planning and preparation; dealing with natural hazards, appropriate development; wildlife management

Field studies are conducted in different world regions. GEOG 470 is designated with letters to indicate the subject region:

Course	Title
GEOG 470	Advanced Field Study in Geography
GEOG 470A	Advanced Field Study: South America
GEOG 470B	Advanced Field Study: British Columbia
GEOG 470C	Advanced Field Study: Hawaii and Pacific
GEOG 470D	Advanced Field Study: East Asia
GEOG 470E	Advanced Field Study: Pacific Northwest
GEOG 470F	Advanced Field Study: Australasia
GEOG 470G	Advanced Field Study: Europe
GEOG 470H	Advanced Field Study: American West/Hawaii
GEOG 470I	Advanced Field Study: South Asia
GEOG 470J	Advanced Field Study: National Parks
GEOG 470K	Advanced Field Study: Mexico and Central America
GEOG 470L	Advanced Field Study: Great Lakes/Central Canada
GEOG 470M	Advanced Field Study: Atlantic Canada
GEOG 470N	Advanced Field Study: United States
GEOG 470O	Advanced Field Study: Western Canada
GEOG 470P	Advanced Field Study: Western Europe
GEOG 470Q	Advanced Field Study: Southern Europe
GEOG 470R	Advanced Field Study: Eastern Europe
GEOG 470S	Advanced Field Study: Russia
GEOG 470T	Advanced Field Study: Southwest Asia/Middle East
GEOG 470U	Advanced Field Study: Southeast Asia
GEOG 470V	Advanced Field Study: Canada
GEOG 470W	Advanced Field Study: Sub-Saharan Africa
GEOG 470X	Advanced Field Study: East Africa
GEOG 470Y	Advanced Field Study: Circumpolar North/Canada's North

This lettering is consistent with GEOG 433.

UNIVERSITY OF THE FRASER VALLEY

MEMORANDUM

TO	CACC and Faculty Council
FROM:	Stephen Piper and Garry Fehr, GDS Curriculum Working Group
DATE:	April 26, 2012
SUBJECT:	Revision of GDS 100

Rationale for Revision of GDS 100:

As part of the DQAB Review of the proposed Bachelor of Arts in Global Development Studies the Expert Panel recommended that all core development theory courses (GDS 100; 250; 340 and 363) be revised so that core development theory and content ladder and increase in complexity as an integrated program of study The revisions to GDS 100 reflect the recommendations of the DQAB Expert Panel Review.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2011
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 100	Global Development Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

A World of Development
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course introduces the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both "natural" and planned development activities and their consequences. The course may be team taught by faculty from the different departments involved in the GDS program.

Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.

PREREQUISITES: None
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces: **N/A**
(b) Cross-listed with: **N/A**
(c) Cannot take: **N/A** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**15**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Garry Fehr & Stephen Piper**		
Department Head:	**GDS Curriculum Working Group**	Date approved:	**May 2012**
Supporting area consultation		Date of meeting:	**May 18, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 14, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

GDS 100 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

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

1. Define the processes and practices of global development
2. Explain basic concepts of development and underdevelopment
3. Apply an interdisciplinary approach to current development issues
4. Discuss the nature and causes of major development problems and the measures that have been taken to deal with them
5. Articulate an understanding of the interconnectedness of global and local dimensions of development
6. Use a set of basic concepts essential for further studies in Global Development Studies

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course employs a combination of lectures, seminars and active learning methods like simulation exercises and popular education techniques. When possible, guest speakers, field trips, and a-v materials will be used to enhance learning. At least part of the course will be team taught by GDS faculty from participating departments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

GDS 100 Coursepack
Desai, Vandana and Robert Potter (2008). *The Companion to Development Studies*, Second Edition. Oxford University Press.
Jackson, Robert (2009). *Annual Editions: Global Issues 08/09.* McGraw-Hill.

SUPPLIES / MATERIALS:

No extraordinary supplies or materials will be required. However, students will be responsible for all costs associated with any field trips and may have to spend a small amount on display or project materials.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Quiz 1	5%
Midterm exam	25%
Quiz 2	5%
Final exam	25%
Term project and report	30%
Participation	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Introduction
2. History of “Development” and Underdevelopment
3. Development as economic growth
4. The impasse in development studies
5. Development and basic needs
6. Development as human rights
7. Participatory approaches
8. Short, medium and long-term strategies for development
9. Crisis and humanitarian relief
10. Globalization or global partnership?

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Amanda Grimson

From: Shirley Hardman

Date: July 16, 2012

Re: IPK 444

IPK 444: Indigenous Methodology

This course constitutes one of the methods courses for the upcoming major in Indigenous Studies. It is cross-listed with Anth 444 and Soc 444. It prepares students to consider alternative ways of understanding knowledge, and gaining a critical perspective on research practice.

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UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: January 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 444	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Methodologies
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **ANTH 444/SOC 444**
(c) Cannot take: **ANTH 444/SOC 444** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	**39**	Hrs
Seminar:	**12**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify): longhouse	**9**	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **28**
Expected frequency of course offerings: Bi-annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s): **Chantelle Marlor, Shirley Swelchalot Shxwha:yathel Hardman, Luanne Yellowfly**

Department Head:	**(Chair, PWG) Shirley Hardman**	Date approved:	**April 6, 2012**
Supporting area consultation (Pre-UPAC)		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**September 28, 2012**

IPK 444 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- Identify and describe a number of methods and techniques appropriate to doing research from an indigenous perspective
- Articulate the ethical aspects of research as related to Indigenous peoples
- Articulate the tensions that exist within Western discourse as Indigenous peoples and academic researchers (and others) seek to re-evaluate traditional knowledge
- Articulate a critical understanding of the historically contentious relationship between research and Indigenous Peoples and how this affects research projects today
- Identify research practices that will contribute to the empowerment of Indigenous Peoples
- Describe the "Power of Place", with meaningful links to "homeland" in Indigenous identities and identify ways to incorporate this into how research is done

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, presentations, and field trips.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☒ Other (specify): Methods will be considered on a case-by-case basis.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Basso, Keith. (1996). Wisdom Sits in Places: Landscape and Language Among the Western Apache. Albuquerque: University of New Mexico.
Brown, Leslie & Susan Strega. (2005). Research as Resistance: Critical, Indigenous, & Anti-Oppressive Approaches. Toronto: Canadian Scholars Press.
Denzin, Norman K., Yvonna S. Lincoln, Linda Tuhiwai Smith. (2008). Handbookk of Critical and Indigenous Methodologies. Los Angeles: SAGE
Kovach, Margaret. (2009). Indigenous Methodologies: Characteristics, Conversations, and Contexts. Toronto: University of Toronto.
Kuokkanen, Rauna J. (2007). Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of the Gift. Vancouver: UBC.
Smith, Linda T. (1999). Decolonizing Methodologies: Research and Indigenous Peoples. New York: Zed Books
Wilson, Angela W., & Michael Yellow Bird. (2005) For Indigenous Eyes Only: A Decolonization Handbook. Santa Fe: School of American Research.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Proposal presentation	30%
Short essay I	30%
Short essay II	30%
Class participation	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week 1	Introduction: Colonialism and Research
Weeks 2-3	Longhouse experience (local Stó:lō context and epistemology)
Weeks 4-5	Cross-cultural perceptions and sensitivities
Weeks 6-7	Decolonizing Methodologies, Counter-Colonial Research
Week 8	Storytelling, Oral traditions, the "power of place"
Week 9	Protocols and Principles: Respect, Relevance, Reverence, and Reciprocity.
Week 10	OCAP, Social Justice and the Tri-partite Policy Agreements
Weeks 11-12	Contemporary models for success
Week 13	Examining our own practices

UNIVERSITY OF THE FRASER VALLEY

CROSS-LISTED COURSE OUTLINE

COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

CROSS-LISTED COURSE OUTLINE INFORMATION

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ANTH 444	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Methodologies
COURSE DESCRIPTIVE TITLE

OFFICIAL COURSE OUTLINE:

This is a cross-listed course. Please refer to **IPK 444** for the official course outline.

CALENDAR DESCRIPTION:

This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **IPK 444/SOC 444**
(c) Cannot take: **IPK 444/SOC 444** for further credit.

SERVICE COURSE TO (department/program):

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s): **Shirley Swelchalot Shxwha:yathel Hardman and Luanne Yellowfly**

Department Head:	**Stephen Piper**	Date approved:	**September 23, 2011**
Supporting area consultation		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

Agenda Item # 4.4.

UNIVERSITY OF THE FRASER VALLEY

CROSS-LISTED COURSE OUTLINE

COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

CROSS-LISTED COURSE OUTLINE INFORMATION

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

SOC 444	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Methodologies
COURSE DESCRIPTIVE TITLE

OFFICIAL COURSE OUTLINE:

This is a cross-listed course. Please refer to **IPK 444** for the official course outline.

CALENDAR DESCRIPTION:

This course examines the complexities of Indigenous research frameworks. Students will learn to identify how Indigenous methodologies differ from historical mainstream western approaches. Successful students will be able to make meaningful links between Indigenous philosophies, knowledges, identities, and policies examined in the course and their own practice as researchers.

Note: This course will include field trips.

Note: This course is offered as IPK 444, ANTH 444, and SOC 444. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **IPK 444/ANTH 444**
(c) Cannot take: **IPK 444/ANTH 444** for further credit.

SERVICE COURSE TO (department/program):

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s): **Shirley Swelchalot Shxwha:yathel Hardman and Luanne Yellowfly**
Department Head: **Stephen Piper** Date approved: **September 23, 2011**
Supporting area consultation Date of meeting: **September 7, 2012**
Curriculum Committee chair: **Tetsuomi Anzai** Date approved: **September 14, 2012**
Dean/Associate VP: **Jacqueline Nolte** Date approved: **September 7, 2012**
Undergraduate Education Committee (UEC) approval Date of meeting: **September 28, 2012**

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Amanda Grimson

From: Shirley Hardman

Date: July 16, 2012

Re: IPK 477

IPK 477: Traditional Ecological Knowledges

This course will be offered as a part of the upcoming Indigenous Studies major. It is cross-listed with Biology as Biology 477. It offers students the opportunity to understand the traditional relationship of Indigenous people to the natural world.

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UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: January 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 477	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Traditional Ecological Knowledges
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course explores in depth Indigenous approaches to botany, zoology, and ecology. Topics may include: Indigenous systems of classification; contexts in which Indigenous peoples develop and utilize traditional ecological knowledge; methods of learning about traditional ecological knowledge from knowledgeable Indigenous elders and harvesters; traditional and new Indigenous approaches to natural resource (co)management; methods of caring for, harvesting, and/or using plants and animals; and the relationship of traditional ecological knowledge to other aspects of Indigenous ways of life, culture, and territorial claims. There will be an emphasis on the traditional ecological knowledge of the North West Coast.

Note: This course includes class field trips.

Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **BIO 477**
(c) Cannot take: **BIO 477** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**15**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field experience:	**15**	Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **28**
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s):	**Chantelle Marlor and Shirley Swelchalot Shxwha:yathel Hardman**		
Department Head:	**(Chair, PWG) Shirley Hardman**	Date approved:	**April 6, 2012**
Supporting area consultation		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

IPK 477 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- Differentiate the nature, sources, and characteristics of traditional ecological knowledge
- Identify and describe specified plants and animals and the ecological relationship among them from an Indigenous perspective
- Interpret key differences between scientific and indigenous styles of knowing about the environment
- Illustrate the larger empirical and theoretical implications of using traditional ecological knowledge within natural resource management
- Compare and contrast Indigenous and scientific philosophies as related to the environment
- Explain the complex relationship between culture and biology in traditional ecological knowledge and natural resource management
- Describe issues around indigenous knowledge and intellectual property rights

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, field trips, student-centred activities, readings, and lectures.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Anderson, E.N., Deborah Pearsall, Eugene Hunn, Nancy Turner (editors). 2011. Ethnobotany. Wiley-Blackwell.

And a course pack to include a selection from:
Angayuqaq Oscar Kawagley ( ). A Yupiaq Worldview: A Pathway to Ecology and Spirit, Second Edition.

Turner, N.J. 2005. "The Earths Blanket: Traditional Teaching for Sustainable Living." Douglas and McIntyre Ltd.

Pierotti Raymond. (2010). Indigenous Knowledge, Ecology, and Evolutionary Biology. Routledge.

Menzies, Charles (Translator) 2006. Traditional Ecological Knowledge and Natural Resource Management. University of Nebraska

Berkes Fikret. (2008) Sacred Ecology. Routledge.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Midterm	30%
Project	25%
Final	35%
Participation/engagement	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week 1	Introduction to traditional ecological knowledge
Week 2	Elder teachings and river walk at Blue Heron Reserve
Week 3	Lifestyles: Being out on the land and water
Week 4	Who has the knowledge and who can learn it
Weeks 5-9	Examples of traditional ecological knowledge (including fieldtrips and guest lectures)
Week 10	Indigenous methodologies, epistemology, classification, and ontology
Week 11	Traditional technologies, ceremonies and sacredness
Week 12-13	Indigenous peoples and natural resource management

Agenda Item # 4.4.

UNIVERSITY OF THE FRASER VALLEY

CROSS-LISTED COURSE OUTLINE

COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

CROSS-LISTED COURSE OUTLINE INFORMATION

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

BIO 477	Arts/Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Traditional Ecological Knowledges
COURSE DESCRIPTIVE TITLE

OFFICIAL COURSE OUTLINE:

This is a cross-listed course. Please refer to **IPK 477** for the official course outline.

CALENDAR DESCRIPTION:

This course explores in depth Indigenous approaches to botany, zoology, and ecology. Topics may include: Indigenous systems of classification; contexts in which Indigenous peoples develop and utilize traditional ecological knowledge; methods of learning about traditional ecological knowledge from knowledgeable Indigenous elders and harvesters; traditional and new Indigenous approaches to natural resource (co)management; methods of caring for, harvesting, and/or using plants and animals; and the relationship of traditional ecological knowledge to other aspects of Indigenous ways of life, culture, and territorial claims. There will be an emphasis on the traditional ecological knowledge of the North West Coast.

Note: This course includes class field trips.

Note: This course is offered as IPK 477 and BIO 477. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **IPK 477**
(c) Cannot take: **IPK 477** for further credit.

SERVICE COURSE TO (department/program):

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s):	**Chantelle Marlor and Shirley Hardman**		
Department Head:	**Allan Arndt**	Date approved:	**July 13, 2012**
Supporting area consultation		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Ora Steyn**	Date approved:	**September 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Amanda Grimson

From: Shirley Hardman

Date: July 16, 2012

Re: IPK 486

IPK 486: Worldviews of Indigenous Peoples in North America

This course will be offered as a part of the upcoming Indigenous Studies major. It introduces students to the worldviews of the Indigenous peoples of North America.

...

Agenda Item # 4.4.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 486	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Worldviews of Indigenous Peoples in North America
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will explore the teachings of Indigenous knowledge holders, the ancestral and contemporary knowledge regarding the origins of the world, cosmology, and power. This course will focus primarily on the teachings of the first peoples of North America, though connections will be made with Indigenous peoples from other parts of the world. Students will develop an understanding of the key topics and questions of the Indigenous philosophies. This course will encourage a student to develop a more critical stance towards his or her own culture(s) and the ability to evaluate ideas within a cultural and historical context.

PREREQUISITES: 60 university-level credits
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	30	Hrs
Seminar:	30	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 28
Expected frequency of course offerings: Annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s):	**Shirley Swelchalot Shxwha:yathel Hardman**		
Department Head:	**(Chair, PWG) Shirley Hardman**	Date approved:	**April 6, 2012**
Supporting area consultation		Date of meeting	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting	**September 28, 2012**

IPK 486 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- identify the key topics and questions of Indigenous (North American) philosophies
- analyze the ontological, ethical, political, epistemological, and metaphilosophical issues raised within the context of Indigenous philosophies
- articulate the interplay between his/her own culture/world experience & the teachings of Indigenous peoples
- identify contemporary Indigenous Philosophers and summarize their contributions to the canon

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

A Course pack to include a selection from:
Angayuqaq Oscar Kawagley (1995). A Yupiaq Worldview: A Pathway to Ecology and Spirit, Second Edition. : Waveland Press.

Baker, Simon, Nerna Kirkness. (1994). Khot-la-cha: An Autobiography of Chief Simon Baker. Vancouver: Douglas and McIntyre.

Miller, Bruce Granville (Ed.). (2007). Be of Good Mind: Essays on the Coasst Salish. Vancouver: UBC Press.

Deloria, Vine. (1994) God is Red: A Native View of Religion. : North American Press

Waters, Anne (Ed.). (2004). American Indian Thought. Mass., USA.: Blackwell Publishing.

Warrior, Robert A. (1995). Tribal Secrets: Recovering American Indian Intellectual Traditions. Minneapolis: U of M Press.

Fixico, Donald. (2003). The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge. Routledge.

Turner, Dale. (2006). This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy.

Churchill, Ward (Ed.). (1984). Marxism and Native Americans. Boston: South End Press.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Midterm paper	30%
Reflexive/reflective journal	25% (could be quizzes, short assignments, and presentations)
Final paper	35%
Participation/engagement	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week 1	Introduction to Indigenous (North American) Philosophies
Week 2	What is Indigenous Philosophy (Who Defines It?)
Week 3-4	Representations and Stereotypes (Otherness & Differences)
Week 5-6	Ancestral Sources of Philosophical Thought (Origins, Cosmology, Power)
Weeks 7-9	Indigenous knowledges, Epistemology, and Pedagogies
Week 10	Indigenous Philosophy & Personal Practice (Ethics, Preservation & Maintenance of Indigenous Teachings)
Week 11-13	Contemporary Indigenous (North American) Philosophers

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Amanda Grimson

From: Shirley Hardman

Date: July 16, 2012

Re: IPK 331

IPK 331: Indigenous Leadership: Yesterday for Today and Tomorrow

This course is being revised to update the readings, clarify the content, and fit into the upcoming major program in Indigenous Studies. It has also been reworded to explicitly welcome non-Indigenous students. It is cross-listed with POSC 336, as the number 331 was already in use.

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Agenda Item # 4.4.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: January 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

IPK 331	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Leadership: Yesterday and Today for Tomorrow I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:
In a collaborative learning environment, students and instructor will examine their understandings of history, leadership, and themselves. With an anti-colonial lens, students will examine and engage with knowledge of the interaction of the State, non-Indigenous, and Indigenous peoples. This course is open to everyone. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lõ and Canadian history, realities, and challenges for today and tomorrow.

Note: This course is offered as IPK 331 and POSC 336. Students may take only one of these for credit.

PREREQUISITES: 45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, POSC 110, POSC 120, or FNST 275/EDUC 275.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with: **POSC 336**
(c) Cannot take: **POSC 336** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS:

Lectures:	**20**	Hrs
Seminar:	**40**	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **28**
Expected frequency of course offerings: Once per year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s):	**William J. Mussell , redesigned by Shirley Hardman and Rita Dhamoon**		
Department Head:	**(Chair, PWG) Shirley Hardman**	Date approved:	**April 6, 2012**
Supporting area consultation		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

IPK 331 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- describe the social and leadership dynamics prior to colonization
- draw on previous course work in Indigenous histories to make meaningful links between the reality of the past with the present
- recognize and identify strategies used in Indigenous communities to develop new community lifestyles and to organize leadership to face new political and social realities
- identify and provide definition of culture as a dynamic phenomenon
- explain the disruptive forces of state laws and practices that have shaped policies on and about Indigenous peoples in relation to Indigenous leadership
- explain culture dimensions of holistic health, renewal and empowerment by focusing on traditional knowledge, ways of knowing, and core values
- explain the strategies and approaches of Indigenous leaders defending of their land, rights, communities, and cultural practices
- describe the effects of disruptive forces in their lives and the importance of healing and personal growth

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Traditional teaching methods of experiential learning will be the focus of this course. Additionally, students in this course are on a journey of self discovery which they embark on with the educator and their peers. Grading in this course is contingent upon the self reflective practice and the teach back exercises.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

A Gathering of Wisdoms:Tribal Mental Health
A Cultural Perspective: Swinomish Tribal Mental Health Project Bill Mussell

A Course pack to include a selection from:

Manuel, George, Alfred, T. & Corntassel, J. Being Indigenous: Resurgences Against Contemporary Colonialism.
Suina, S. (2000). "Linking Native People and Spirituality of all Life: The Gifts of our Grandmothers and Grandfathers" in *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice*. Maenette kape 'ahiokalani Padeken Ah Nee-Menham and Joanne Elizabeth Cooper (eds).
Little Bear, L. (2000). "Jagged Worldviews Colliding," in M. Battiste (Ed.), *Reclaiming Indigenous Voice and Vision*.
Monture-Angus, P. (1999). "To Break with the Past, Searching For the Meaning of Self Determination." In *Journeying Forward, Dreaming First Nations Independence*.
Green, J. and Thomas R. (2005). "Learning Through Our Children, Healing For Our Children: Best Practice in First Nations Communities." In Lena Dominelli (Ed.) *Communities in a Globalizing World: Theory and Practice for Community Empowerment*.
Boldt, M. (1993). *Surviving* as *Indians: The Challenge of Self-Government.*
Miller, J.R. (2000). *Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada. (3rd. ed)*
Waters, Anne (2003). *American Indian Thought: Philosophical Essays.*
Timpson, Annis May (2009). *First Nations, First Thoughts: The Impact of Indigenous Thought in Canada*
McKegney, Sam (2007). *Magic Weapons: Aboriginal Writers Remaking Community after Residential School,* (foreword: written by Basil Johnston)
Weaver, Sally. (1986). *The Quest for Justice: Aboriginal Peoples and Aboriginal Rights*. "Federal Difficulties with Aboriginal Rights Demands" pp. 139-148
Memmi, Albert (2006). *Decolonization and the Decolonized.*
McIlwraith, David (dir.), 2005, *The Lynching of Louie Sam* (film, 52 mins)
Welsh, Christine (dir.), 2006, *Finding Dawn* (film, 73 mins)
Obomsawin, Alanis, 1993, *Kanehsatake 270 years of Resistance* (film, 119 mins)

IPK 331 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**
COURSE NAME/NUMBER

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Participation/engagement	10%
Presentation: assigned readings (small groups)	20% (leadership reframing)
Teach-back	25%
Journal	25%
Course reflection and self-evaluation of leadership	20%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Weeks 1-2 Case Study Purpose, Methodology, and Findings

Frames of leadership Including pre-European history: elders, matriarchs, and other leaders; Indigenous v. non-Indigenous forms of leadership; government structures e.g. Ministries and Indigenous structures.

Weeks 3-4 Family and Community Context of Indigenous Life and Historical Disruptive Forces

Examining the threats and the resistance to capitalism and liberal assimilationist forces: Indian Act, residential system, vote, current context – DIAND, Bill C31, US-American Border, Oka, Meech Lake and constitutional debates, White Paper, and indigenous leadership.

Weeks 5-6 Indigenous Philosophies and Traditions Issues of Authenticity and Essentialism

Indigenous teachings, traditional knowledge, and political philosophy. Mental, physical, spiritual, and emotional components of effective leadership.

Weeks 7-9 Grieving, Healing, and Personal Growth

Engaging with the psycho-social impacts of historical and contemporary traumas: murdered and missing women, TRC, residential schools, grieving of “loss” of Indigenous knowledge on leadership because of colonialism including connections to land, seven generations linkages, language and resilience, reconciliation-reclamation-redress, apology, Declaration of the Rights of Indigenous Peoples.

Weeks 10-12 Personal and Cultural Identity

A tradition of resistance: Indigenous and State policies of citizenship and how they divide and organize leadership, Métis Council, AFN, Inuit Women’s organization, NWAC – women as leaders; Indigenous strategies of defense of their land, rights, communities, and cultural practices.

Week 13 Closing Circle

UNIVERSITY OF THE FRASER VALLEY

CROSS-LISTED COURSE OUTLINE

COURSE IMPLEMENTATION DATE: January 2013
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2018
(six years after UEC approval) *(month, year)*

CROSS-LISTED COURSE OUTLINE INFORMATION

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

POSC 336	Indigenous Studies Centre	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Leadership: Yesterday and Today for Tomorrow I
COURSE DESCRIPTIVE TITLE

OFFICIAL COURSE OUTLINE:

This is a cross-listed course. Please refer to **IPK 331** for the official course outline.

CALENDAR DESCRIPTION:

In a collaborative learning environment, students and instructor will examine their understandings of history, leadership, and themselves. With an anti-colonial lens, students will examine and engage with knowledge of the interaction of the State, non-Indigenous, and Indigenous peoples. This course is open to everyone. Building from the framework of knowledge acquired in previous coursework, students will expand their awareness, understanding, and knowledge of Stó:lō and Canadian history, realities, and challenges for today and tomorrow.

Note: This course is offered as IPK 331 and POSC 336. Students may take only one of these for credit.

PREREQUISITES: 45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, POSC 110, POSC 120, or FNST 275/EDUC 275.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces:
(b) Cross-listed with: **IPK 331**
(c) Cannot take: **IPK 331** for further credit.

SERVICE COURSE TO (department/program):

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

Course designer(s): **William J. Mussell, redesigned by Shirley Hardman and Rita Dhamoon**

Department Head:	**Hamish Telford**	Date approved:	**September 22, 2011**
Supporting area consultation		Date of meeting:	**September 7, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**September 14, 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: FSCC, Science Faculty Council, UEC, Senate

From: Cynthia Loten, Head, Mathematics and Statistics

Date: 25/09/2012

Re: Revisions to prerequisites, outcomes, maximum enrolment for Math 440, 6 year review

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This outline went through Pre-UEC without any suggestions for change. We have made major revisions to Math 440 to make it more accessible to students and to restructure it as a seminar-based course. Acting Dean of Science, Ian McAskill approved the maximum enrolment from 36 to 24.

Proposed prerequisite change

From: Math 255 and one of Math 320 or Math 340.

To: Math 211, Math 265 and one of Math 221 or Math 152

Proposed change in maximum enrolment: from 36 to 24.

Proposed change in outcomes: See course outline

MATH~440, *Fourier analysis*, was implemented in January 2006. It has never been offered as a regular course but has been offered twice as a Directed Studies class (winter 2006, fall 2008). In each case there were two students. The prerequisites are MATH 255 (Ordinary differential equations) and MATH 340 (Introduction to Analysis). At no time has there been more than three or four students who have met these prerequisites. This combination of prerequisites makes it improbable we will ever be able to offer MATH 440 as a regular lecture course since so few students qualify.

Fourier analysis is an important part of mathematics. It has a strong history of applications to problems in pure and applied mathematics such as approximating functions by polynomials and signal processing. It is also an excellent place to introduce the infinite dimensional Hilbert spaces

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	January 2006
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2011
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

MATH 440	Mathematics and Statistics	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Fourier Analysis
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:
Fourier analysis involves the breakdown of functions into sine and cosine components. This can be done on the circle, real line, or on groups. These expansions have many applications in mathematics to areas such as signal processing and rapid numerical computations. Topics will include Fourier series and their properties, Fourier transforms, types of convergence, distributions, filtering, noise reduction, reconstruction of musical tones, and Fast Fourier transform. This will be a seminar-based course. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently-researched paper.

PREREQUISITES: MATH 211, MATH 265, and one of MATH 152 or MATH 221
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:	45	Hrs
Laboratory:		Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: ~~36~~ 24
Expected frequency of course offerings: Every three years.
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	Erik Talvila		
Department Head:	Cynthia Loten	Date approved:	**April 2, 2012**
Supporting area consultation		Date of meeting:	**April 20, 2012**
Curriculum Committee chair:	**David Fenske**	Date approved:	**June 22, 2012**
Dean/Associate VP:	Lucy Lee	Date approved:	**September 7, 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

MATH 440 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Prove properties of Fourier expansions in three settings: the circle, the line, and finite Abelian groups.
2. Compute Fourier series and Fourier transforms of representative functions and distributions.
3. Demonstrate the differences and uses of pointwise, mean-square and summability convergence.
4. Implement the Fast Fourier Transform and use it to quickly compute products of large numbers.
5. Construct a digital filter using convolutions.
6. Conduct a seminar on a topic agreed upon with the instructor.
7. Conduct independent research on a top topic agreed upon with the instructor, write their results in a research paper and present these results to the class in a seminar.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, facilitated discussion, student-led discussion, student presentations, individual assistance in producing a seminar, and a research project.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☒ Other (specify): Please see departmental challenge policy

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

The text is chosen by a departmental curriculum committee.

Recommended texts are:
D. Kammler. 2000. A First Course in Fourier Analysis. Prentice-Hall
T.W. Korner. 1998. Fourier Analysis. Cambridge University Press.
E.M. Stein and R. Shakarchi. 2003. Fourier Analysis. Princeton University Press.
A. Vretblad. 2003. Fourier Analysis and its Applications. Springer-Verlag.

SUPPLIES / MATERIALS:

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Assignments	20%
Seminar presentation and research project	20%
Term tests	20%
Final exam	40%

Students must achieve at least 40% on the final exam in order to pass this course.

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

1. Periodic functions, Fourier coefficients, differentiation and integration of Fourier series. Proofs of basic properties.
2. Pointwise convergence, summability of Fourier series.
3. Orthogonal functions, mean-square convergence, Parseval equality, Bessel inequality, Hilbert spaces.
4. Fourier transforms, Riemann-Lebesgue Lemma, convolution.
5. Applications chosen from: isoperimetric problem, Poisson summation formula, Weierstrass approximation theorem, etc.
6. Distributions: linear functionals, test functions, Fourier analysis of tempered distributions.
7. Discrete Fourier analysis, Fast Fourier Transform, Fourier analysis on groups.
8. Signal processing: filtering, noise reduction, applications to musical tones.

UNIVERSITY OF THE FRASER VALLEY

M E M O R A N D U M

To: AFCC/UPAC

From: Tetsuomi Anzai, Dept Head; Blaine Campbell and Sarah Ciurysek, Course reviewers

Date: May 25, 2011

Re: VA 180 Digital Photography I

The Visual Arts Department proposes the following revisions to its Official Course Outline for VA 180:

- **Calendar Description** has had minor wording adjustments made.
- **Structure of Hours** have been adjusted to reflect current practice.
- **Enrolment** has been changed to reflect current class size based on computer lab facilities
- **Learning Outcomes** have been reworded to incorporate current wording practice
- **Texts** have been updated
- **Supplies** have been updated

DEPT. APPROVAL DATE: May 20, 2011

PRE-UPAC DATE: May 27, 2011

AFCC DATE: June 3, 2011

UPAC DATE:

Agenda Item # 4.6.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 2006
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED:	September 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

VA 180	Faculty of Arts – Visual Arts	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Digital Photography I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Emphasis is on the basics of digital imaging techniques beginning with scanning procedures and progressing through to the production of a final print. Techniques covered include the use of palettes, tools, layers and masks, as well as the application of text to images. The functional and aesthetic impact of digital photography in today's society is investigated. This course is aimed at users with little or no experience of photo imaging software. Students must have access to their own digital camera.

Note: Students with GD 158 cannot take VA 180 for further credit.

PREREQUISITES: None
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: **GD 158** for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **60**

STRUCTURE OF HOURS:

Lectures:	**25**	Hrs
Seminar:	**10**	Hrs
Laboratory:	**25**	Hrs
Field experience:		Hrs
Student directed learning:		Hrs
Other (specify):		Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **20**
Expected frequency of course offerings: annual
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	**Grace Tsurumaru/Tetsuomi Anzai (reviewed by Blaine Campbell/Sarah Ciurysek)**		
Department Head:	**Tetsuomi Anzai**	Date approved:	**May 2011**
Supporting area consultation		Date of meeting:	**June 3, 2011**
Curriculum Committee chair:	**John Carroll**	Date approved:	**June 2011**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**June 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

VA 180 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- Use appropriately the basic vocabulary used in digital photography
- Identify and apply the features of a typical photo imaging software such as Adobe Photoshop
- Develop strategies for the scanning of negatives, prints, and slides
- Prepare and print images for final presentation
- Demonstrate alternate digital presentations and techniques (web, projections, installations)
- Articulate the function of digital images in terms of their historical and contemporary contexts

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures/demonstrations, readings/discussions, technical exercises and assignments, class critiques.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s) ☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Weinman E., Lourekas P., *Photoshop for Windows & Macintosh*. Berkley, CA: Peachpit Press, 2004
Chavez, Conrad, Blatner, David, *Real World Adobe Photoshop CS4 for Photographers*, Berkeley.CA: Peachpit Press, 2009

SUPPLIES / MATERIALS:

Students must have their own digital camera and external file storage

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Technical exercises	30%
Midterm project	30%
Final project	35%
Participation/attendance	5%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week:

1. Basics of menu navigation, preference settings, and file browser.
   Introduction to tools and palettes. Digital image formats.
2. Scanning operations, pixel basics and colour modes.
   Technical exercise.
3. Paint tools and other graphic tools.
   Editing and repairing images.
   Colour balancing and rescaling.
4. Layers and masks.
   Technical exercise.
5. Project #1 assigned and lab time.
   Lecture: Photography in the digital age - Part I.
6. Lab time.
7. Midterm critique.
8. Creating type and applying text.
   Technical exercise.
9. Printing.
   Project #2 assigned.
10. Lecture: Photography in the digital age - Part II.
11. Lab time.
12. Lab time.
13. Final critique.

The Visual Arts Department proposes the following revisions to its Official Course Outline for VA 371.

Course Title: changed to better reflect the content of the course.
Calendar Description: changed to update course material to current practice.
Pre-requisites: changed to follow the changes being requested for all 300-level VA course (sent to Pre-UPAC August 25, 2011)
Learning Outcomes: changed to bring them into current wording (see attached course outline).
Course Content: changed to align with course description & learning outcomes

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 2006
COURSE REVISED IMPLEMENTATION DATE:	January 2013
COURSE TO BE REVIEWED: *(six years after UEC approval)*	September 2018 *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

VA 371	Visual Arts	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

New Media III – Interactive Art
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The objective of this course is to explore interactive media through engagement in individual and collaborative interdisciplinary work. Grounded in interactive media design, students will develop interactive participatory media and media performance projects from conception to final presentation, including documentation of concept through final production. Options for individual or collaborative projects are supported.

PREREQUISITES: VA 271 (formerly VA 171) or VA 272 (formerly VA 172).
Note: As of September 2013, prerequisites will change to the following: VA 272, VA 113, VA 115, VA 116, and one of either VA 160 or VA 180. Students in programs outside of the BFA or the Visual Arts diploma who do not have the 100-level pre-requisites may seek permission of the department.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	30	Hrs
Seminar:	6	Hrs
Laboratory:		Hrs
Field experience:	8	Hrs
Student directed learning:	7	Hrs
Other (specify): Critiques	9	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 17
Expected frequency of course offerings:
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	**Toni Latour, reviewed by Kenneth Newby**		
Department Head:	**Tetsuomi Anzai**	Date approved:	**June 17, 2011**
Supporting area consultation		Date of meeting:	**September 23, 2011**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**October 14, 2011**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**October 14, 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

VA 371 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Demonstrate fluency in the use of interactive media technologies for sound and visual images.
2. Utilize compositional skills in the integration of interactive media in performative situations.
3. Demonstrate theoretical grounding in interactive media and media performance.
4. Document, present, and reflexively discuss the creative processes and final project.
5. Contextualize creative work within cultural currents of 20th and 21st century art and performance practices.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course content is explored through student presentations, proposal writing, visual presentations of time-based interactive or performative work, individual projects, class critiques and discussions.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Course packages assembled by the instructor.

SUPPLIES / MATERIALS:

Materials to be determined by the student.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Completed projects	70%
Individual or team presentation	20%
Attendance/participation	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week 1. Introduction - Course Overview and Introduction to Interactive Art and Performance
Workshop: Machine Vision

Week 2. Participation, Dialogue, Performance, Presence
Workshop: Machine Listening
Activity: Mapping Exercise I - controlling visible images interactively

Week 3. Sensitive Environments - social spaces
Workshop: Creating and accessing databases of media objects
Activity: Mapping Exercise II - controlling audible images interactively

Week 4. Interface - Metaphor and Action
Workshop: Novelty - randomness and constraints
Activity: Metaphor Exercise - making meaning through interaction

Week 5. Play - Finite, Infinite and Deep
Workshop: embodied interaction
Activity: generative video composition

Week 6. Relation and Reaction
Workshop: synchronization across media (image, text, sound)
Activity: generative audio composition

Week 7. Braided Media - Open Works and the Heterographic Voice
Workshop: Live Video Technique - capture, sequencing, compositing, processing

Week 8. Project Proposals: Interaction Model, Media Design/Diffusion and Production Plan - Presentations and Discussion
Workshop: Live Audio Technique - capture, sequencing, mixing, processing

Week 9. Project Development I
Workshop: Live Typography - letter, word, sentence, animation

Week 10. Project Development II

Week 11. Project Prototype Presentations

Week 12. Open Class for Project Refinements

Week 13. Final Presentations I

Week 14. Final Presentations II

Agenda Item # 4.6.

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 2006
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED: *(six years after UEC approval)*	September 2018 *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

VA 371	Visual Arts	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

New Media III – Interactive Art
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The objective of this course is to explore interactive media through engagement in individual and collaborative interdisciplinary work. Grounded in interactive media design, students will develop interactive participatory media and media performance projects from conception to final presentation, including documentation of concept through final production. Options for individual or collaborative projects are supported.

PREREQUISITES: VA 272, VA 113, VA 115, VA 116, and one of either VA 160 or VA 180.
Note: Students in programs outside of the BFA or the Visual Arts diploma who do not have the 100-level pre-requisites may seek permission of the department.

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	30	Hrs
Seminar:	6	Hrs
Laboratory:		Hrs
Field experience:	8	Hrs
Student directed learning:	7	Hrs
Other (specify): Critiques	9	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: 17
Expected frequency of course offerings:
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☒ Yes	☐ No

Course designer(s):	**Toni Latour, reviewed by Kenneth Newby**		
Department Head:	**Tetsuomi Anzai**	Date approved:	**June 17, 2011**
Supporting area consultation		Date of meeting:	**September 23, 2011**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**October 14, 2011**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**October 14, 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**September 28, 2012**

VA 371 **OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**
COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

1. Demonstrate fluency in the use of interactive media technologies for sound and visual images.
2. Utilize compositional skills in the integration of interactive media in performative situations.
3. Demonstrate theoretical grounding in interactive media and media performance.
4. Document, present, and reflexively discuss the creative processes and final project.
5. Contextualize creative work within cultural currents of 20th and 21st century art and performance practices.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course content is explored through student presentations, proposal writing, visual presentations of time-based interactive or performative work, individual projects, class critiques and discussions.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s) ☐ Other (specify):

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. Examples for this course might be:]*

Course packages assembled by the instructor.

SUPPLIES / MATERIALS:

Materials to be determined by the student.

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

Completed projects	70%
Individual or team presentation	20%
Attendance/participation	10%

COURSE CONTENT: *[Course content varies by instructor. An example of course content might be:]*

Week 1. Introduction - Course Overview and Introduction to Interactive Art and Performance
Workshop: Machine Vision

Week 2. Participation, Dialogue, Performance, Presence
Workshop: Machine Listening
Activity: Mapping Exercise I - controlling visible images interactively

Week 3. Sensitive Environments - social spaces
Workshop: Creating and accessing databases of media objects
Activity: Mapping Exercise II - controlling audible images interactively

Week 4. Interface - Metaphor and Action
Workshop: Novelty - randomness and constraints
Activity: Metaphor Exercise - making meaning through interaction

Week 5. Play - Finite, Infinite and Deep
Workshop: embodied interaction
Activity: generative video composition

Week 6. Relation and Reaction
Workshop: synchronization across media (image, text, sound)
Activity: generative audio composition

Week 7. Braided Media - Open Works and the Heterographic Voice
Workshop: Live Video Technique - capture, sequencing, compositing, processing

Week 8. Project Proposals: Interaction Model, Media Design/Diffusion and Production Plan - Presentations and Discussion
Workshop: Live Audio Technique - capture, sequencing, mixing, processing

Week 9. Project Development I
Workshop: Live Typography - letter, word, sentence, animation

Week 10. Project Development II

Week 11. Project Prototype Presentations

Week 12. Open Class for Project Refinements

Week 13. Final Presentations I

Week 14. Final Presentations II

UNIVERSITY OF THE FRASER VALLEY

33844 King Road
Abbotsford, BC
V2S 7M8
Tel: (604) 504-7441

MEMORANDUM

TO: UEC

FROM: David Fenske, Chemistry Department Head

DATE: April 12, 2012 (revised Sept. 14 2012)

SUBJECT: Chemistry minor – revision to lower level requirements

Similar to the request made by the Biology department, the Chemistry Department requests approval for a revision to the Chemistry minor. The newly created MATH course was designed specifically for biology students.

Program Requirements

Lower-level requirements

Current:

MATH 112	Calculus II	4

New:

MATH 112	Calculus II	4
Or		
MATH 118	Calculus II for Life Sciences	4

Effective:

January 2013

Budget Implications

None

Chemistry minor (page 77)

This section specifies the Chemistry minor discipline requirements only. Students need to combine these minor requirements with another science minor or major. See the Bachelor of Science degree section for additional requirements and the appropriate sections for the chosen major or minor.

Lower-level requirements

Course	Title	Credits
CHEM 111	Principles of Chemistry I (previously offered)	
or CHEM 113	Principles of Chemistry I	4-5
CHEM 112	Principles of Chemistry II (previously offered)	
or CHEM 114	Principles of Chemistry II	4-5
CHEM 211	Organic Chemistry I (previously offered)	
or CHEM 213	Organic Chemistry I	4
CHEM 212	Organic Chemistry II (previously offered)	
or CHEM 214	Organic Chemistry II	4
CHEM 221	Inorganic Chemistry	4
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	**Calculus II for Life Sciences**	4
PHYS 105	Non-Calculus Physics	
or PHYS 111	Mechanics	5
Plus one course selected from the following:		
MATH 104	Introductory Statistics	4
MATH 106	Statistics I	4
MATH 270	Introduction to Probability and Statistics	4
MATH 302	Analysis of Observational and Experimental Data	3

Upper-level requirements

Course	Title	Credits
CHEM 321	Intermediate Inorganic Chemistry	4
CHEM 324	Chemical Kinetics and Thermodynamics	4
CHEM	Upper-level chemistry courses	6

Note: SCI 400 is highly recommended as a non-chemistry elective, but is not an upper-level requirement.

UNIVERSITY OF THE FRASER VALLEY

M E M O R A N D U M

To: AFCC/UEC

From: John Pitcher, English Department Head
Date: May 1, 2012

Re: Addition of courses to English Honours & English major, program options

It has come to our attention that there are some course numbers missing in the following programs. We would ask that the following additions be made:

English
ufv.ca/english

English major, English Literature

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

- ENGL 105
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-~~280~~ 294

Upper-level requirements: 32 credits

- Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
- Eight credits from ENGL 323-363, 368, 369
- Sixteen credits from ENGL 301-490 (see Note)

Note: A senior Literature in Translation course may be substituted for one course in this series.

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, we recommend at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romantics, Victorian Novel, or Victorian Poetry; Modern British Literature or Modernism; Canadian Literature; American Literature; Literary Theory, History of Criticism, or Advanced Composition.

English major, Creative Writing concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 21 credits

- ENGL 105
- Three credits from ENGL 108, 115, 120, 130, 150, 170,
- Three credits from ENGL 104, 165

• Six credits from ENGL 204-207, 240, 280, 294
• Six credits from ENGL 208, 211, 212, 213, 215

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 312, 316
• 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381
• Four credits from ENGL 356, 360, 361
• Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)
• ENGL 490 (see Note 2)

Note 1: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 2: ENGL 490 must be focused on a creative writing project.

English major, Drama concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170, THEA 101
• Nine credits from ENGL 204-~~280~~ 294
• Three credits from ENGL 230, THEA 201, THEA 202

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 309, 316, 318, 319
• Twelve credits from ENGL 310, 312, 361, 368, THEA 305, 311, 352, 353, 360, 370, 401, 450, 451
• Twelve credits from ENGL 301-490

English major, Writing and Rhetoric concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

• ENGL 105
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
• Six credits from ENGL 204-~~280~~ 294
• Six credits from ENGL 209, 210, 214

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Sixteen credits from ENGL 370, 371, 372, 374, 375, 376, 379
• Eight credits from ENGL 301-490

Course listings

For complete details on courses see the course descriptions section.

UNIVERSITY OF THE FRASER VALLEY

MEMORANDUM

To: AFCC/UEC

From: John Pitcher, English Department Head
Date: May 10, 2012

Re: Addition of courses to English extended minor, and English minor program options

It has come to our attention that there are some course numbers missing in the following programs. We would ask that the following additions be made:

English
ufv.ca/english

English extended minor

This section specifies the extended minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18 credits

- ENGL 105
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-~~280~~ 294

Upper-level requirements: 16 credits

- Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
- Twelve credits from ENGL 301-490

English minor

This section specifies the minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 12 credits

- ENGL 105
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170
- Six credits from ENGL 204-~~280~~ 294

Upper-level requirements: 16 credits

- Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
- Twelve credits from ENGL 301-490

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: Pre-UEC, Science Curriculum, UEC

From: Michelle Rhodes, Head, Geography Department

Date: May 2, 2012

Re: Changes to Physical Geography major requirements

Proposed

We are requesting a change in the Physical Geography major and Honours major to reflect the greater availability of course options than is currently included.

Rationale

When GEOG 352 was approved to become GEOG 252, the result was a shift in 4-credits from the upper-level requirements to the lower-level requirements. The department chose to replace these four upper-level credits with an elective course, followed by a list the available courses. These courses are now out of date.

Further, the two courses approved this winter: GEOG 335: Freshwater Ecology and GEOG 419: Paleoecology, are not reflected in the current copy. We are requesting the addition of GEOG 419 as an option for a 4th year requirement as well.

GEOG 401 is no longer offered.

A note has been added (Note 3) stating that if GEOG 491 and a minimum of 36 additional credits in upper-level Physical Geography have been completed, an elective is not needed.

Budget Implications

None

Calendar Copy: PG major

Upper-level requirements: 32-33 credits

Course	Title	Credits
Required:		
GEOG 353	GIS Applications	4
GEOG 433	Geography of Selected Region	4
One of:		
GEOG 302	Fluvial Geomorphology	4
GEOG 304	Coastal Geomorphology	
One of:		

1

GEOG 303	Principles of Hydrology	4
GEOG 307	Urban Climatology	
GEOG 308	Climate Change and Variability	
One of:		4
GEOG 315	Soil Process and Function	
GEOG 317	Biogeography	
One of:		
GEOG 402	Quaternary Geology and Geomorphology	4
GEOG 410	Plant Ecology	
GEOG 417	Wetlands	
GEOG 419	Paleoecology	
GEOG 453	Remote Sensing of the Environment	
One of:		
GEOG 452	Field Methods and Techniques	4-5
GEOG 470	Field Studies in Geography	
Elective	One Course in Physical Geography: (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 453)	4

Note: No more than eight credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Calendar Copy: PG major with Honours

Upper-level requirements: 52-56 credits

Upper-level Physical Geography requirements: 40-41 credits

Course	Title	Credits
Required:		
GEOG 353	GIS Applications	4
GEOG 354	Approaches in Human Geography	4
GEOG 433	Geography of Selected Regions	4
GEOG 491	Honours Research Design and Data Collection (See Note 1)	4
GEOG 493	Honours Research Project in Physical Geography/ GIS	4
STAT ~~MATH~~ 315	Applied Regression Analysis	3
	Fluvial Geomorphology	
One of:		
GEOG 302		
GEOG 304	Coastal Geomorphology	
One of:		4
GEOG 303	Principles of Hydrology	

GEOG 307	Urban Climatology	
GEOG 308	Climate Change and Variability	
One of:		4
GEOG 315	Soil Process or Function	
GEOG 317	Biogeography	
One of:		4
GEOG 402	Quaternary Geology and Geomorphology	
GEOG 410	Plant Ecology	
GEOG 417	Wetlands	
GEOG 419	Paleoecology	
GEOG 453	Remote Sensing of the Environment	
One of:		4-5
GEOG 452	Field Methods and Techniques	
GEOG 470	Field Studies in Geography	
~~One course~~Elective:	Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, ~~401,~~ 402, 410, 417, 419, 453) (Note 3)	4
Plus:		
Electives	Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, statistics, computer science, physics) (see Notes ~~3~~ 4 and ~~4~~5)	9-12

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 400G, 400J, 402, ~~410,~~ 417, 419, or 458.

Note 2: Students choosing Mathematics or Statistics as their breadth requirement cannot include ~~MATH~~ STAT 315 as one of their breadth courses.

Note 3: Elective not required if the student has already completed GEOG 491 and met the requirement for at least 36-additional credits in upper-level Physical Geography

Note 4: Students planning to apply for a Bachelor of Science, Physical Geography Honours, with a view to pursuing graduate studies should expect, in consultation with their honours supervisor, to take any additional Mathematics courses deemed applicable to their area of study.

Note ~~4~~5: Students planning to apply for a Bachelor of Science, Physical Geography Honours, should consult carefully with a Science Advisor to ensure they satisfy any lower-level prerequisites required for the upper-level courses they expect to take to satisfy the breadth requirements.

Note 5: No more than eight credits may be in directed studies/directed readings (GEOG 480, 482, 483, 484).

MEMO

UNIVERSITY OF THE FRASER VALLEY

To: CACC & Faculty Council

From: Michelle Rhodes, Head, Geography Department

Date: August 28, 2012

Re: Removal of GEOG 250 as program requirement option in BA major and BA major, concentration in International Studies

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Proposed

We are requesting that the removal of GEOG 250 as an alternative to GEOG 253 as a requirement for the Geography major, and as a requirement for the International Studies concentration.

Rationale

GEOG 250 was envisioned originally as an alternative to GEOG 253 at a time when Geography had removed its cartography course (the previous GEOG 251). GEOG 250 was seen as a course that would still provide cartography content and that would appeal to students that were less interested in GIS.

However, several things have happened since that time. The course has not been offered because the primary instructor has been on maternity leave/ sabbatical, and thus all students have completed GEOG 253. Further, the department has identified GIS as a core skill in its learning outcomes, and thus wants to remove the option to take a substitute course. GEOG 250 has subsequently been revised as a course that would teach geographic skills for the workplace, and thus does not play the same role that it once did.

Budget Implications

None. GEOG 250 has been offered—and cancelled, due to low enrolment—only once, and thus no student has completed this course as part of their degree requirements. All students have completed GEOG 253.

Revised Calendar Copy

Geography Honours
(for Bachelor of Arts degree students)

This section specifies the honours requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 26 credits

Course	Title	Credits
GEOG 101	Weather and Climate	4
GEOG 102	Evolution of the Earth's Surface	4
or GEOG 116	Introduction to Geology	
GEOG 140	Introduction to Human Geography	3
GEOG 201	Introduction to Climatology	
or GEOG 202	Introduction to Geomorphology	4
GEOG 241	Social Geography	
or GEOG 242	Economic Geography	3
~~GEOG 250~~	Introduction to Geographic Techniques	
~~**or**~~ GEOG 253	Introduction to Geographic Information Systems	4
GEOG 252	Explanation in Geography: Quantitative Methods	4

Note: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Geography
www.ufv.ca/geography

Geography major
(for Bachelor of Arts degree students)

This section specifies the Geography major (no concentration) requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 26 credits

Course	Title	Credits
GEOG 101	Weather and Climate	4
GEOG 102	Evolution of the Earth's Surface	4
or GEOG 116	Introduction to Geology	
GEOG 140	Human Geography	3
GEOG 201	Introduction to Climatology	

or GEOG 202	Introduction to Geomorphology	4
GEOG 241	Social Geography	
or GEOG 242	Economic Geography	3
~~GEOG 250~~	Introduction to Geographic Techniques	
~~**or**~~ GEOG 253	Introduction to Geographic Information Systems	4
GEOG 252	Explanation in Geography: Quantitative Methods	4

Note: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

International Studies concentration

Lower-level requirements: 29 credits

Course	Title	Credits
GEOG 101	Weather and Climate	4
GEOG 102	Evolution of the Earth's Surface	4
or GEOG 116	Introduction to Geology	
GEOG 140	Human Geography	3
GEOG 201	Introduction to Climatology	
or GEOG 202	Introduction to Geomorphology	4
GEOG 240	World Regional Geography	3
GEOG 241	Social Geography	
or GEOG 242	Economic Geography	3
~~GEOG 250~~	Introduction to Geographic Techniques	
~~**or**~~ GEOG 253	Introduction to Geographic Information Systems	4
GEOG 252	Explanation in Geography: Quantitative Methods	4

Note 1: One of MATH 104, MATH 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Geography extended minor

(for Bachelor of Arts degree students)

This section specifies the extended minor discipline requirements only. Please refer to the Bachelor of Arts for program requirements.

Lower-level requirements: 22 credits

Course	Title	Credits
GEOG 101	Weather and Climate	4

GEOG 102	Evolution of the Earth's Surface	4
or GEOG 116	Introduction to Geology	
GEOG 140	Introduction to Human Geography	3
GEOG 201	Introduction to Climatology	4
or GEOG 202	Introduction to Geomorphology	
GEOG 241	Social Geography	3
or GEOG 242	Economic Geography	
~~GEOG 250~~	Introduction to Geographic Techniques	4
~~or~~ GEOG 253	Introduction to Geographic Information Systems	

Following is the information for an item on the September agenda of the AFCC meeting. The BFA program committee is requesting an addition to degree program requirements to allow the use of credits earned through Co-operative Education toward general electives.

The Reach Gallery and Museum in Abbotsford has contacted the BFA advising office about the development of a potential co-op placement for this coming January. Subsequent investigations revealed that the BFA degree is not currently structured to allow students to use credits earned through co-op work terms to meet degree requirements. Students in the BA and BGS degrees are both able to utilize these credits toward degree requirements, and we would like to alter BFA program requirements to parallel these programs in this area. The following addition to calendar copy will ensure that BFA students can take full advantage of any future co-op opportunities, gaining relevant work experience while advancing their studies.

The desired implementation date for this program change is January, 2013.

Please see attachment for relevant calendar copy changes.

BFA Program Change:
Addition of Language to Allow Co-operative Education Credits

Co-operative Education option

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

Bachelor of Fine Arts requirements

There are three sets of requirements to note:

1. BFA program requirements

2. BFA general requirements

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

BFA program requirements

To receive a Bachelor of Fine Arts degree, students must complete the requirements for a Visual Arts major or two extended minors in accepted BFA-related disciplines: Art History, Creative Writing, Fashion, Graphic and Digital Design, Media and Communication Studies, Theatre, or Visual Arts. Alternatively, a minor or extended minor in most of these areas may be completed in addition to the Visual Arts major. A minor in Business may also be added to the Visual Arts major.

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

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

- At least 45 of the 120 credits must be at the 300/400 level.
- At least 60 credits must be completed at UFV, of which 30 must be upper-level.
- Bachelor of Fine Arts general requirements must be satisfied.
- A minimum CGPA of 2.0 in the BFA program and a minimum CGPA of 2.0 in all upper-level credits is required.
- Pre-college or preparatory courses will not satisfy program requirements.

All UFV courses specified for degree programs, for the Teacher Education Program, and for the TESL certificate program are acceptable for the elective credits remaining after requirements for any major, extended minor and/or minor have been met. Of these remaining credits, up to 12 credits may be chosen from any UFV course, 100 level or higher, including credits earned in the Co-operative Education program.

UNIVERSITY OF THE FRASER VALLEY

NUMBER	21
APPROVAL DATE	05-27-2005
LAST AMENDMENT	06-01-2012
REVIEW DATE	06-2017

UNDERGRADUATE COURSE AND PROGRAM APPROVAL

AUTHORITY	Senate
PRIMARY CONTACT	Provost and Vice-President, Academic
RELATED POLICIES	

PURPOSE/PHILOSOPHY

UFV employs a process to scrutinize new and existing courses and programs to ensure that they meet both UFV and legislated standards and requirements.

POLICY

All new courses and programs and changes to existing courses and programs will undergo an approval process.

Approval will be guided by interests as articulated in the Strategic Plan and the Education Plan. The internal process includes various consultations and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors.

This policy provides the guidelines and procedures pertaining to UFV's internal program and course approval processes.

Senate may delegate the authority to approve new courses and course changes to a Senate standing committee.

DEFINITIONS

Academic Unit: An academic unit includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

Campus-Wide Consultation : The Campus-Wide Consultation process provides an opportunity for other academic units and service areas (e.g., Admissions & Records, Library, Student Services) to review and provide feedback about the course or program submission; it precedes consultation with faculty councils.

Official Course Outline: A legal document used for calendar copy, articulation, and other official documentation purposes, the Official Course Outline establishes the parameters for the course syllabus that instructors develop and provide to students.

Lower-level Course: A course that is a first- or second-year course; lower-level courses are generally numbered in the 100s and 200s.

Major Course Change: A modification to a course that affects the nature or focus of a course, options for students, or budget.

Minor Course Change: A modification to a course that has no effect on the nature or focus of a course, options for students, or budget.

Program: For the purposes of this policy, "program" refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Major Program Change: A modification to a program that affects the nature or focus of the program, options for students, or budget. ~~Any program revision that requires new resources beyond those provided by the academic units responsible for the program; new fields of specialization, such as a concentration; change to the duration, philosophy or direction of a program; change to the majority of courses in an approved program; change in requirements for admission, residency, promotion or graduation; change in admission quotas; change which triggers an external review.~~

Minor Changes – Any change which is not major, as described above. ~~Examples include clarification of calendar copy, addition of new course options, deletion or substitution of a required course~~

Program Budget Analysis: A summary of the budget implications of a proposed new program or revisions to an existing program. It is to be attached to all new and revised Program Proposals when the proposal is submitted to Senate and its standing committees for approval. The Budget Analysis Template is available from the Office of the Program Development Coordinator.

Program Committee: A committee created to oversee the implementation and administration of a program and its courses. A Program Committee is approved by the Dean(s).

Program Proposal: The detailed description for a new program prepared on the Template for the Development of Program Proposals.

Program Working Group: A group of people formed in consultation with the Dean(s) (or the Provost) to proceed in the development of a course or program proposal for consideration in the approval process. This group may become the **Program Committee**, which will provide oversight of the program and its courses. The final composition of the group is approved by the Dean. Guidelines for the composition of Program Working Groups are found in the program and course approval resources provided by the Office of the Program Development Coordinator.

Recommendation: Providing advice, positive or negative, to inform approval decisions by subsequent committees.

Undergraduate Course: Any course numbered below 600, including continuing studies, vocational, and developmental courses.

Undergraduate Education Committee (UEC): A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

Upper-level Course: A course that is a third- or fourth-year course; upper-level courses are usually numbered in the 300s and 400s.

PROCEDURES/GUIDELINES

1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's Strategic Plan, mandate, and Institutional Learning Outcomes.
2. Changes made to the procedures and guidelines of this policy require the approval of Senate.
3. A *new course* requires the approval of Senate according to the process outlined in Appendix A.
4. Course changes will be classified as either *minor* or *major*.
5. A *minor* course change is to be approved by Faculty Council and submitted to UEC as an information item and for inclusion in the Calendar. The process for making *minor* changes to an undergraduate-level course and descriptions of *minor* changes are presented in Appendix A.
6. A *major* course change requires the approval of Senate upon recommendation by UEC according to the process outlined in Appendix A.
7. A *new* program requires the approval of Senate according to the process outlined in Appendix B.
8. ~~All *changes* to programs require the approval of Senate according to the process outlined in Appendix B.~~ 8. The process for major and minor program changes is outlined in Appendix B. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information.
9. ~~8.~~ The Office of the Program Development Coordinator will be responsible for developing and reviewing the program and course approval templates and guidelines in consultation with UEC. UEC will approve the templates and guidelines and any subsequent revisions.

Reference: Section 35.2 (6) (b) of the University Act

APPENDICES

Appendix A: Undergraduate Course Approval Process

Appendix B: Undergraduate Program Approval Process

APPENDIX A: UNDERGRADUATE COURSE APPROVAL PROCESS

This appendix includes

1) the process for developing and obtaining approval for a new undergraduate course;

2) the process for making *major* changes to an existing undergraduate course; and

3) the process for making *minor* changes to an existing undergraduate course.

1. Approval Process for New Courses

1.1. The process for introducing a *new* course, generally, begins with the department/school or Program Working Group or Program Committee, which develops the Course Outline and prepares a memo that outlines the rationale and any financial implications of the new course using the Memo Template.

1.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean or designate for approval.

1.3. Upon Dean's approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one to four weeks.

1.4. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).

1.5. Upon approval by Faculty Council(s), the Course Outline and Memo are submitted to UEC for review and recommendation to Senate.

1.6. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the new Course Outline on the web.

2. Approval Process for Major Changes to Existing Course

The following are considered to be *major* course changes:

- a change for which new resources are required to deliver the course
- course deletions
- a change to a course title that reflects a change in the nature or focus of the course
- changes to the calendar description of a course that reflect a change in the nature or focus of the course
- changes that move a lower-level course to an upper-level course and vice versa
- change to the total number of credits for a course
- change to the hours assigned to components (e.g., total student contact hours, lecture hours, seminar hours) and/or length of a course
- change to the prerequisites or co-requisites for a course that restricts options for students or affects the students or programs of other academic units
- changes to learning outcomes that change the nature or focus of the course
- changes to the course content that change the nature or focus of the course
- change in the maximum enrolment for a course if it affects the quota for an educational program within the academic unit or students or programs of other academic units
- changing or adding a delivery method for a course when the extra cost of the added delivery method will not be absorbed by the academic unit delivering the course

- changes that affect the students or programs of other academic units

2.1. The process for making *major* changes to an existing course, generally, begins with the department/school, Program Working Group, or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template. If there is no department/school responsible for the course, a committee representing the relevant discipline(s) will be struck.

2.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean(s) or designate for approval.

2.3. Upon Dean's approval, the Course Outline and Memo are submitted to the UEC Assistant for Campus-Wide Consultation for a period of one to four weeks.

2.4. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).

2.5. Upon approval by Faculty Council(s), the Course Outline and Memo are submitted to UEC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, UEC will recommend its decision to Senate rather than approve the Course Outline.

2.6. Upon Senate approval, the UEC Assistant makes all necessary calendar changes and posts the revised Course Outline on the web.

3. Approval Process for Minor Changes to Existing Course

The following are considered to be *minor* course changes:

- a change to an existing course that has no impact on programs or students of other academic units
- a change for which all associated costs will be covered by the academic unit
- a change to a course title for the purpose of correction or clarification
- change(s) to the calendar description of a course for the purpose of correction or clarification
- change of a course level from 1st to 2nd year (or 2nd to 1st year) and from 3rd to 4th year (or 4th to 3rd)
- change to the prerequisites or co-requisites for a course that expands options for students
- change to the frequency of a course offering
- changes to learning outcomes that do not change the nature or focus of the course
- changes in course content that do not change the nature or focus of the course
- changing or adding a delivery method for a course that does not affect the cost of delivering the course

3.1. The process for making minor changes to an existing course, generally, begins with the department/school or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template.

3.2. Upon department/school or Program Committee approval, the Course Outline and Memo are submitted to the Dean(s) or designate for approval.

3.3. Upon approval by the Dean(s), the Course Outline and Memo are submitted to Faculty Council(s) for approval.

3.4. Upon approval at Faculty Council(s), the revised Course Outline and Memo are submitted to the UEC Assistant who will make all necessary calendar changes, post the revised Course Outline on the web, and forward the changes as information items to Senate and standing committees as required.

APPENDIX B: UNDERGRADUATE PROGRAM APPROVAL PROCESS

This appendix includes

1) the process for developing and obtaining approval for a new undergraduate program; and

2) the process for making changes to an existing undergraduate program.

1. Approval Process for New Programs

1.1. The process for introducing a new program, generally, begins when a Program Working Group presents its notice of intent to develop the program to the Dean(s) of the appropriate academic unit(s).

1.2. In the event that an appropriate Program Working Group does not exist and/or to ensure faculty representation on the Program Working Group, the Dean(s) will strike a Program Working Group. A Program Working Group must consist of a minimum of three people with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added. The composition of a Program Working Group must be approved by the Dean before it submits any proposals to any approval body.

1.3. With the assistance of the Program Development Coordinator and in consultation with appropriate academic units and Dean(s), the Program Working Group will develop a Concept Paper.

1.4. The Concept Paper is presented to Faculty Council(s) for discussion.

1.5. After discussion at Faculty Council(s), the Concept Paper is presented to the Dean(s) for review and approval. In the case of a multi-disciplinary program involving more than one Faculty, approval is required from the Dean(s) who will have administrative responsibility for the program. If the Dean(s) do(es) not recommend approval, that decision can be appealed to the Provost or Vice-Provost.

1.6. Upon approval by the Dean(s), the program proposed in the Concept Paper is included in the Faculty's (or Faculties') submission to the Education Plan. Only upon inclusion of the program concept in the Education Plan, as approved by the Board, should a Program Working Group proceed with developing the Program Proposal.

1.7. The Program Proposal and draft calendar copy are submitted on the appropriate template to the Undergraduate Education Committee (UEC) Assistant for Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).

1.8. Upon completion of the Campus-Wide Consultation, the Program Working Group submits the Program Proposal, accompanied by responses to comments submitted during Campus-Wide Consultation, to the appropriate Faculty Council(s) for approval. For multi-disciplinary programs, the proposal is submitted to the Faculty(ies) that will have administrative responsibility for the program.

1.9. Upon approval of the program by the Faculty Council(s), it is forwarded to the Dean(s) for approval.

1.10. Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.

1.11. The Program Proposal and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the Program Budget is sent to the Senate Budget Committee for review and recommendation to APPC.

1.12. APPC will review the recommendations from UEC and the Budget Committee, determine if the proposed program is in line with UFV's institutional priorities, and make its recommendation to Senate. Programs will be prioritized by the Academic Planning and Priorities Committee.

1.13. Upon Senate approval, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice-President, Academic to external agencies (e.g., Ministry or accreditation bodies) for approval. Normally, only proposals that are included in the Education Plan's implementation list are sent for external approval.

2. Approval Process for Changes to an Existing Program

Approval Process for Major Changes to an Existing Program

Major changes include:

- any program revision that requires new resources beyond those provided by the academic units responsible for the program
- new fields of specialization, such as a concentration
- change to the duration, philosophy or direction of a program
- change to the majority of courses in an approved program
- change in requirements for admission, residency, or continuance
- change in admission quotas
- change which triggers an external review

2.1 The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined. NOTE: If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.

2.2. Upon approval by the department/school or Program Committee, the proposed changes and rationale are submitted to the UEC Assistant for Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.

2.3. After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).

2.4. Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval.

2.5. Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.

2.6. The program change and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the program change budget is sent to the Senate Budget Committee for review and recommendation to APPC.

2.7. APPC will receive the recommendations from UEC and the Budget Committee, review them as deemed appropriate, and make its recommendation to Senate.

3.0 Approval Process for Minor Changes to an Existing Program

Minor changes include:

- any change which is not major, as described above
- clarification of calendar copy
- addition of new course options, where the new options have no budgetary implications
- deletion or substitution of a required course

3.1 The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined.

3.2 Upon approval by the department/school or Program Committee, minor changes are submitted to the UEC assistant for CWC for a minimum of two weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.

3.3 After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).

~~2.1~~3.4 Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval, then to UEC.

~~3.4~~3.5 3.5 Changes deemed to be minor are approved by UEC, and sent to Senate for information.

Standing Committees of Senate
Rules for the Conduct of Business

1. Procedures for meetings

1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided only by in-person votes at a meeting. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.

1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.

1.3. The chairs of standing committee in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31. The terms for the chairs approved in the 2010-11 academic year will, however, end on July 31, 2012.

1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.

1.5. Chairs of standing committees with membership on other standing committees of Senate who wish to appoint a designate shall notify the Chair of the host committee in advance.

2. Meeting Schedule

2.1. Meetings shall be held monthly in the fall and winter semesters unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting, with at least seven days' notice.

3. Terms of office

3.1. The terms of the Senate members on the Senate standing committees shall be the balance of the member's term on Senate, to a maximum of three years, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

3.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership on the standing committees may be renewed, to a maximum of six consecutive years.

4. Attendance

4.1. Regular attendance is expected of all members of the Senate standing committees.

4.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

5. Amendments to the terms of reference

5.1. Changes to the standing committees' terms of reference and rules for the conduct of business shall be taken to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval.

Q: Senate Standing Committees/ rules for conduct of business on standing committees Senate approved 2012 09 14

The Faculty of Trades & Technology would like to inform UEC that we are planning to deliver an work-place entry apprenticeship program for level one (PC1) and level two (PC2) of the Professional Cook program. The current PC1 and PC2 program is an institutional entry, meaning that the students get their experience by working within our institution providing food for cafeteria and restaurant service.

It is our intent to start the program in Winter of 2013. This will be based on available one-time funding that has become available, and it is hoped that this program may continue if future on-going funding from the Industry Training Authority (ITA) becomes available.

UFV does *not* provide a certificate for students in apprenticeship programs, and therefore these programs have not been subject to the standard UEC approval procedures. Apprenticeship training is delivered on what could be considered training under contract, as the ITA provides the program outline and curriculum, and ultimately provides the appropriate credential to the apprentices based on their successful completion of their course at UFV. UFV recognizes their achievement with a 'statement of completion' only.

The Professional Cook apprenticeship program will run under the same manner as other apprenticeship programs, with the exception of the schedule. While most apprenticeship courses are scheduled for 6 to 10 weeks full time, this program will be delivered on an evening shift, 2 nights each week until the required duration is reached.

The Professional Cook program currently offers only PC1 and PC2 and it is hopeful that the additional apprentice completions at these levels will lead to UFV offering PC3 Red Seal courses.

It would be appropriate and in keeping consistency with our other apprenticeship program to code these as

APP COOK1
APP COOK2
APP COOK3 (at some future date)

This memo is for information only, and there is no request for approval.
Thanks,
Rolf

Rolf Arnold
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