



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

February 1, 2013 - 10:00 am

A225

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

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2.1. UEC draft minutes: November 26, 2012

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

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##### 3.1. Business Administration

Changes including prerequisites and course number: BUS 226/ECON 226 (formerly BUS 301/ECON 301)

Changes including title and prerequisites: BUS 321

Changes including prerequisites and pre/corequisites: BUS 327

Changes including course number: BUS 328 (formerly BUS 224)

Changes including prerequisites and corequisites: BUS 338

Changes including title, prerequisites, and course number: BUS 426 (formerly BUS 463)

Changes including prerequisites and corequisites: BUS 439

New course: BUS 329, Brand Image Management

New course: BUS 427, PR and Event Management

MOTION: To approve the Business Administration course outlines as presented, including the reuse of BUS 426.

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##### 3.2. Criminology and Criminal Justice

Discontinuation of course: CRIM 420

MOTION: To approve the discontinuation of CRIM 420 as presented.

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##### 3.3. Health Sciences

Change to credits and total hours: PNUR 156

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MOTION: To approve the revised PNUR 156 course outline as presented.

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### **3.4. Modern Languages**

New course: FREN 331, Introduction to French Applied Linguistics II

New course: FREN 342, Advanced French Oral Communication

New course: FREN 415, Myths, Tales, and Legends in Francophone Literatures

New course: FREN 420, French French Translation and Comparative Stylistics

New course: FREN 450, Special Topics in French I

New course: FREN 451, Special Topics in French II

New course: FREN 452, Special Topics in French III

Change to course number: FREN 430 (formerly FREN 330)

New course: JAPN 103, Japanese Study Tour: Language and Culture

MOTION: To approve the French and Japanese course outlines as presented.

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### **3.5. Psychology**

Regularization of special topics course: PSYC 309 (formerly PSYC 200R)

Changes including prerequisites and course number: PSYC 364 (formerly PSYC 264)

MOTION: To approve the Psychology course outlines as presented.

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### **3.6. Theatre**

New course: THEA 220, Stage Management for Live Events

Changes including title, prerequisites, and course content: THEA 401

MOTION: To approve the Theatre course outlines as presented.

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### **3.7. Trades and Technology**

Change to course number and prerequisites: PLMB 110 (formerly PLMB 100)

Change to course number and prerequisites: PLMB 111 (formerly PLMB 102)

Change to course number and prerequisites: PLMB 112 (formerly PLMB 101)

Change to course number and prerequisites: PLMB 113 (formerly PLMB 103)

Change to course number and prerequisites: PLMB 114 (formerly PLMB 106)

Change to course number and prerequisites: PLMB 115 (formerly PLMB 105)

Change to course number and prerequisites: PLMB 116 (formerly PLMB 104)

MOTION: To approve the PLMB course outlines as presented.

## **4. PROGRAMS**

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### **4.1. Agriculture Technology**

Change to program: Agriculture Technology programs (Agriculture Technology diploma, Horticulture Crop Production and Protection certificate, and Livestock Production certificate)

MOTION: To approve the changes to the Agriculture Technology programs entrance requirements as presented, effective September 2013.

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**4.2. Mathematics and Statistics**

Change to program: Data Analysis Post-degree certificate

MOTION: To approve the changes to the Data Analysis Post-degree certificate program requirements as presented, effective September 2013.

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**4.3. Criminology and Criminal Justice**

Change to program: Criminal Justice diploma

MOTION: To approve the changes to the Criminal Justice diploma as presented, effective September 2013.

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**4.4. Geography**

Change to programs: Physical Geography major, minor, and Honours

MOTION: To approve the changes to the Physical Geography major, minor, and Honours program requirements as presented, effective September 2013.

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**4.5. Social, Cultural, and Media Studies**

Change to program: Associate of Arts, Media and Communication Studies option

Change to program: Media and Communication Studies minor and extended minor

Change to program: Sociology extended minor

MOTION: To approve the change to the Associate of Arts, Media and Communication Studies option program requirements as presented, effective September 2013.

MOTION: To approve the changes to the Media and Communication Studies minor and extended minor program requirements as presented, effective September 2013.

MOTION: To approve the changes to the Sociology extended minor program requirements as presented, effective September 2013.

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**4.6. Visual Arts**

Change to program: Graphic and Digital Design minor and extended minor

Change to program: Visual Arts major

Change to program: Visual Arts extended minor

MOTION: To approve the changes to the Graphic and Digital Design minor and extended minor as presented, effective September 2013.

MOTION: To approve the changes to the Visual Arts electives as presented, effective September 2013.

MOTION: To approve the changes to the Visual Arts extended minor program requirements as presented, effective September 2013.

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- 178           **4.7. Arts**  
                  Change to program: Bachelor of Arts
- MOTION: To approve the changes to the applicable subject areas for the Bachelor of Arts degree electives as presented, effective September 2013.
- 179 -       **4.8. Fine Arts**  
185           Changes to program: Bachelor of Fine Arts degree
- MOTION: To approve the change to double extended minors (Art History extended minor cannot be combined with Media and Communication Studies extended minor) in the Bachelor of Fine Arts as presented, effective September 2013.
- MOTION: To approve the addition of ARTS 100 to the writing and reasoning requirements for the Bachelor of Fine Arts as presented, effective September 2013.
- MOTION: To approve the limitation of Theatre practica courses in the Bachelor of Fine Arts as presented, effective September 2013.
- 186 -       **4.9. Science**  
187           Change to program: Bachelor of Science
- MOTION: To approve the addition of ARTS 100 to the Bachelor of Science English/communications requirement as presented, effective September 2013.
- 188 -       **4.10. Business Administration**  
209           Change to program: Bachelor of Business Administration Accounting option  
                  Change to program: Bachelor of Business Administration Marketing option  
                  New program: Management Post-degree certificate
- MOTION: To approve the changes to the Bachelor of Business Administration Accounting option program requirements as presented, effective September 2013.
- MOTION: To approve the changes to the Bachelor of Business Administration Marketing option program requirements as presented, effective September 2013.
- MOTION: To approve the new Management Post-degree certificate (type B) as presented, effective September 2013.
- 210 -       **4.11. Trades and Technology**  
297           New program: Hospitality and Event Planning Post-degree certificate  
                  New course: HOEV 200, Principles of Tourism: A Canadian Perspective  
                  New course: HOEV 201, Hospitality Accounting and Financial Management  
                  New course: HOEV 300, Hospitality Operations



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New course: HOEV 301, E-Business and Technology Systems  
New course: HOEV 302, Marketing Management for Hospitality and Tourism  
New course: HOEV 303, Organizational Behavior and Leadership  
New course: HOEV 400, Customer Relations Management  
New course: HOEV 401, Canadian Hospitality Employment Law  
New course: HOEV 402, Events Management  
New course: HOEV 450, Hospitality and Event Internship

MOTION: To approve the new Hospitality and Event Management Post-degree certificate program and new HOEV course outlines as presented.

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**4.12. Media Arts**

New program: Bachelor of Media Arts degree

MOTION: To approve the new Bachelor of Media Arts degree as presented.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

430 -  
432

**5.1. Admissions Subcommittee report**

MOTION: To approve the revised membership of the Admissions Subcommittee as presented: temporary replacement of E. Harris by J. Laursen (chair); resignation of S. MacMath; addition of S. Pattridge.

MOTION: To approve the Admissions Subcommittee Terms of Reference as presented.

MOTION: That UEC recommend to Senate the addition of a stipulation to the existing TOEFL criteria in the list of English Language Proficiency Standards in the UFV calendar that the minimum iBT score of 88 will include no section below 20.

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**5.2. Transfer Credit Subcommittee report**

MOTION: To approve the revised membership of the Transfer Credit Subcommittee as presented: temporary replacement of E. Harris with V. Hughes (chair), with support by A. Cox.

**5.3. Policy Subcommittee report**

**6. INFORMATION ITEMS**

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**6.1. Kinesiology and Physical Education**

Resubmission of proposal to Senate: Bachelor of Kinesiology entrance requirements

**6.2. Health Sciences**

Discontinuation of program: Dental Hygiene diploma

**6.3. Minor course changes**

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The following course outlines have been approved and will be available online at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines):

AH 100, 200

AH 205/VA 205

CIS 230, 385, 389, 390, 480

COMP 490

FILM 220

GD 159, 361

GEOG 252, 401, 454

LIBT 115, 265

SOC 355/ANTH 355/MACS 355

THEA 111, 121, 123

VA 113, 421, 422, 431, 432, 451, 452, 471, 472, 483, 484

## **7. ADJOURNMENT**



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

November 23, 2012  
10:30 am – Room C1429  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** D. Alary, M. Bos-Chan, S. Brigden, R. Colwell, H. Compeau, J. English, E. Harris, J. Larsen, S. Manu, S. Marsh, R. McLeod, S. Patridge, L. Stagg, O. Steyn, D. Waslewsky, J. White, S. Xi  
**ABSENT:** S. Bains, W. Burton, V. Dvoracek, S. Fisher, N. Goad, S. Hardman, E. Spalding  
**GUESTS:** C. Loten  
**RECORDER:** L. Tassone

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

**MOTION:**

To approve the agenda as presented.

R. Colwell/R. McLeod

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

**2.1. UEC draft minutes: October 26, 2012**

**MOTION:**

To approve the draft minutes as presented.

S. Marsh/M. Bos-Chan

#### **3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

**3.1. Mathematics and Statistics**

Changes including prerequisites: MATH 343

**MOTION:**

To approve the MATH 343 course outline as presented.

R. Colwell/R. McLeod

#### **4. PROGRAMS**

**4.1. Arts**

Change to programs: Liberal Arts diploma and Bachelor of Arts degree

The Geography courses applicable to the Social Science requirements will first appear in the 2013/14 calendar, but will be effective immediately.

UEC Draft Minutes  
23 Nov 2012

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**MOTION:**

To approve the addition of Global Development Studies to the Social Science requirement in the Liberal Arts diploma and the Bachelor of Arts degree as presented.

S. Marsh/S. Brigden

**MOTION:**

To approve the addition of ASTR 103 and 104 to the Lab Science requirement and Women's Studies to the Social Science requirement in the Liberal Arts diploma as presented.

S. Brigden/R. McLeod

**MOTION:**

To approve the changes to the Geography courses applicable to the Social Science requirement in the Liberal Arts diploma and the Bachelor of Arts degree as presented.

R. Colwell/L. Stagg

**4.2. English**

Change to program: English major, Drama concentration

**MOTION:**

To approve the addition of ENGL 231 to the English major, Drama concentration as presented.

R. Colwell/S. Brigden

**4.3. Health Sciences**

Change to program: Practical Nursing diploma

**MOTION:**

To approve the changes to the Practical Nursing diploma entrance requirements as amended:

- Note: Courses equivalent to the Practical Nursing Human Anatomy and Physiology course (PNUR 147) are available from other public post-secondary institutions. Please check with the Health Sciences department to ensure the course is transferable. Okanagan College currently offers a pre-PN Biology certificate, PNUR 113, by distance education. Thompson River University offers Biology 1593 and 1693. Other institutions may offer comparative courses in the future.

L. Stagg/H. Compeau

**5. OTHER BUSINESS/DISCUSSION ITEMS****5.1. Policy Subcommittee report**

This subcommittee is currently working on the Assignment of Course Credit (105) policy, and will be sending a request to initiate a review to SGC in December. A draft policy will not be circulated at this point. The suggested process is to ensure that interest groups are aware that a policy review has been

UEC Draft Minutes  
23 Nov 2012

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initiated, and request feedback prior to making any changes to the current policy.

**5.2. Transfer Credit Subcommittee report**

Two decisions have been made for Dorset College. Most of the business of this subcommittee is carried out via email vote.

**5.3. Course Outline Subcommittee report**

This subcommittee has met recently and is well on the way to finalizing a draft course outline for circulation.

**5.4. Admissions Subcommittee report**

Nothing has come forward. This subcommittee needs to develop Terms of Reference.

**6. INFORMATION ITEMS**

**6.1. Minor course changes (presented to UEC for information only)**

The following courses have been approved and will be available online at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines):

MATH 140  
SOWK 404

**6.2. Global Development Studies**

Changes to program: Bachelor of Arts in Global Development Studies

**7. ADJOURNMENT**

The meeting was adjourned at 10:27 am.



**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Cindy Stewart  
Marketing Area Chair, UFV School of Business

**Subject:** Proposal for Renumbering BUS 301 to BUS 226 – Major Change

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**A. Revision to Existing Course: Changing Number to BUS 226 (formerly BUS 301)**

1. Rationale for New Course:

- a. **Renumbering course to reflect ordering in recommended student program plan.** Currently BUS 301 is recommended to be taken in term 4, or the second semester of year two. Over the years the 300 level numbering of the course has created confusion with many students and often they delay taking the course until semester 6 or the second term of year three. When this is done, many students face significant challenges meeting the higher level course prerequisites. Renumbering the course to the appropriate content level will eliminate the confusion.

*This course is currently cross-listed with ECON 301 and we have confirmed with Amanda Grimson that Econ 226 is available and Vladimir Dvoracek is agreeable to renumbering Econ 301 to Econ 226 should we proceed with the renumbering (See attached email from Vlad Dvoracek)*

- b. **Updating Course Description, Learning Outcomes and Course Content:** This course has not been reviewed for several years. Review aligns with overall Program Review. Topics need to be updated to reflect the current business education environment and the state of the School of Business at UFV.
  - i. Slight modification on description to better reflect current content of the course
  - ii. Hours of instruction changed to reflect actual classroom hours
  - iii. Textbook changed to reflect current example

2. Summary of substantive changes:

*Method of student evaluation has been updated to reflect the current teaching pedagogy and learning outcomes. A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms.*

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?

- a. *Demonstrate information competency - Students are required to demonstrate competency through take home assignments, tests and final exams.*
- b. *Analyze critically and imaginatively - Students conduct a project which requires real data collection and data analysis.*

- c. *Use knowledge and skills proficiently - Data students have collected for the project will be analyzed using analytical techniques taught in the course. Students will be required to do the same for the take home assignments.*
- d. *Initiate inquiries and develop solutions to problems - For the project and assignment data, students determine which analytical techniques should be used, develop hypotheses and provide statistical inference.*
- e. *Communicate effectively - Students prepare a written analytical report and do a class presentation of their research findings.*

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

*This course is currently cross-listed with ECON 301 and we have confirmed with Amanda Grimson that Econ 226 is available and Vladimir Dvoracek is agreeable to renumbering Econ 301 to Econ 226 should we proceed with the renumbering (See attached email from Vlad Dvoracek)*

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

*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **No change**
- b. Class size limit: **Increased from 25 to 36**
- c. Frequency of offering: **No change**
- d. Resources required (labs, equipment): **No change**

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

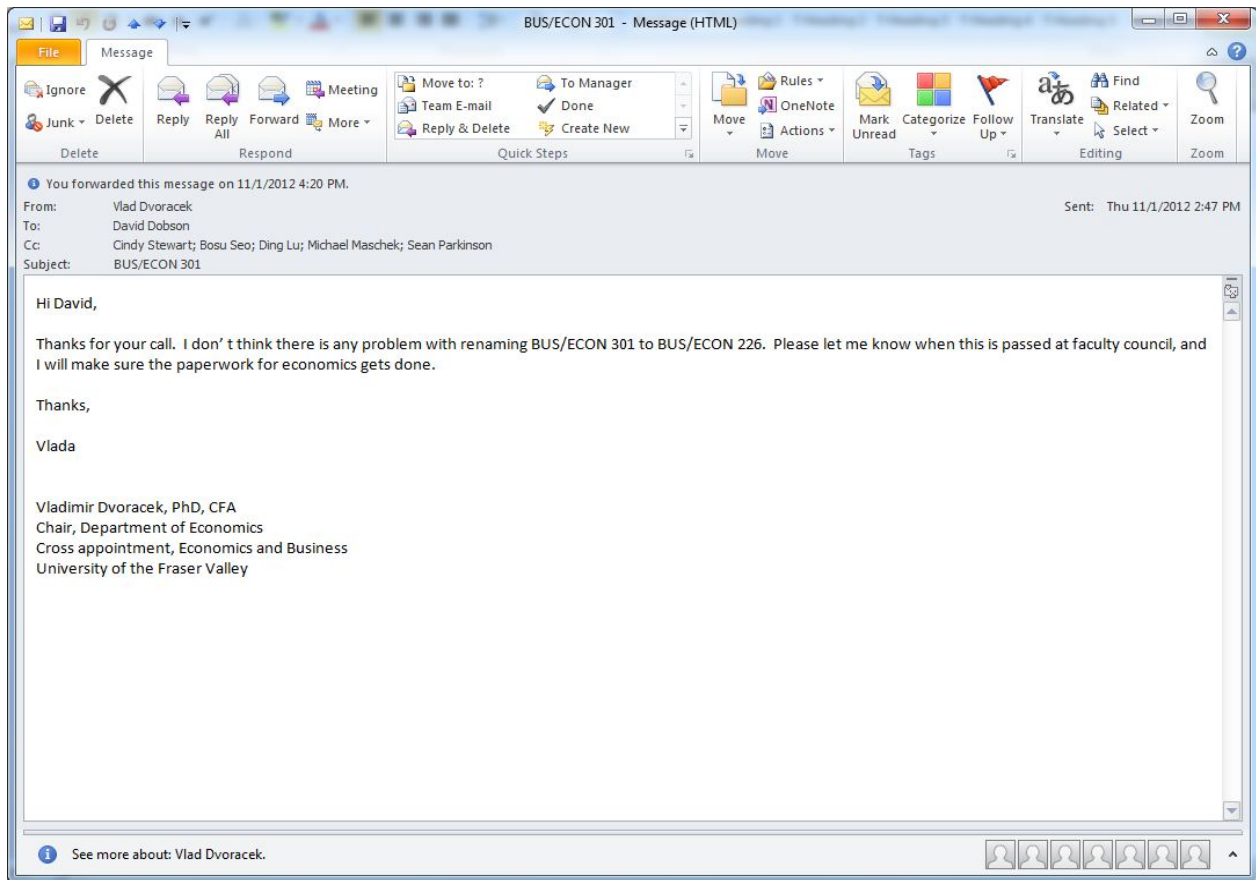
*PLAR by examination.*

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Textbook: \$125*

**Campus-Wide Consultation comments**

**Comment:** Calendar Description Notes: BUS 226/ECON 226:

Note: This course is offered as BUS 226 (formerly BUS 301) and ECON 226 (formerly ECON 301). Students may only take one of these for credit. –Amanda Grimson, UEC Assistant

**Response:** The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me.- Cindy Stewart, Faculty, School of Business

**Comment: Prereqs:** BUS226/ECON 226:

STAT 106 (formerly MATH 106) and one of the following: MATH 111, MATH 115, or MATH 141.-Amanda Grimson, UEC Assistant

**Response:** The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me.- Cindy Stewart, Faculty, School of Business





**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

|                                     |                       |
|-------------------------------------|-----------------------|
| COURSE IMPLEMENTATION DATE:         | <u>November 1994</u>  |
| COURSE REVISED IMPLEMENTATION DATE: | <u>September 2013</u> |
| COURSE TO BE REVIEWED:              | <u>March 2019</u>     |
| (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**

|                    |                                         |             |
|--------------------|-----------------------------------------|-------------|
| <b>BUS 226</b>     | <b>School of Business</b>               | <b>4</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                      | UFV CREDITS |
|                    | <b>Economic and Business Statistics</b> |             |
|                    | COURSE DESCRIPTIVE TITLE                |             |

**CALENDAR DESCRIPTION:**

This course is an introduction to the use and interpretation of statistical analysis for economics and business purposes. Students apply statistical techniques, such as multiple regressions and time series analysis, to problems using industry standard software. Using real-world data, students complete a project applying techniques learned in the course..

Note: This course is offered as BUS 226 (formerly BUS 301) and ECON 226 (formerly ECON 301). Students may only take one of these for credit.

PREREQUISITES: STAT 106 (formerly MATH 106) and one of the following: MATH 111, MATH 115, or MATH 141.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: BUS 301/ECON 301  
 (b) Cross-listed with: ECON 226  
 (c) Cannot take: ECON 226 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>45</u> | Hrs |
| Seminar:                   |           | Hrs |
| Laboratory:                | <u>30</u> | 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: 3 times 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): Math Curriculum Committee

Department Head: Don Miskiman

Campus-Wide Consultation (CWC)

Curriculum Committee chair: Kevin DeWolde

Dean/Associate VP: Rosetta Khalideen

Undergraduate Education Committee (UEC) approval

Date approved: \_\_\_\_\_

Date of meeting: January 11, 2013

Date approved: October 23, 2012

Date approved: January 25, 2013

Date of meeting: February 1, 2013

**BUS 226**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion students will be able to:

1. Use the nomenclature of business statistics;
2. Use statistical procedures and tools designed for business purposes;
3. Explain the assumptions and mathematical models underlying statistical procedures, and be able to detail the limitations of such models;
4. Use software to conduct statistical tests, implement models, and perform procedures on data;
5. Complete a project applying techniques learned in the course to a collection of real data.

**METHODS:**

Lecture, seminar.

**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:

(2011). *Economic and Business Statistics BUS 301* (Custom Edition). Pearson Custom Publishing,.

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

Recommended student evaluation for this course is as follows:

Grading (subject to minor modification) will be based on the following:

|               |     |
|---------------|-----|
| Assignments   | 15% |
| Project       | 15% |
| Midterm exams | 30% |
| Final exam    | 40% |

All exams must include practical application scenarios including data analysis.

**COURSE CONTENT:**

Course core concepts that must be covered include:

**Sampling and Sampling Distributions:** Types of Sampling Methods; Nonprobability Samples; Probability Samples; Sampling Distributions; Survey Errors; Sampling Distribution of the Mean; Sampling Distribution of the Proportion; Sampling from Finite Populations; Finite Population Correction Factor; Sampling with replacement and sampling without replacement; Central Limit Theorem.

**Confidence Interval Estimation:** Confidence Interval Estimation for Mean ( $\sigma$  Known and  $\sigma$  Unknown); Confidence Interval Estimation for the Proportion; Determining Sample Size for Mean and Proportion.

**Introduction of Hypothesis Testing:** Fundamentals of Hypothesis Testing Methodology; Z Test of Hypothesis for the Means ( $\sigma$  Known); t Test of Hypothesis for the Means ( $\sigma$  Unknown); One-tailed and two-tailed tests; Critical value approach to hypothesis testing; p-Value in hypothesis testing; Connection between confidence interval estimation and hypothesis testing; Z test of hypothesis for the proportions; Type I and Type II Errors; Compute the Probability of a Type II Error.

**Hypothesis Testing for Two Population:** Independent samples; Hypothesis tests for two population means; Z test for the difference between means; pooled-variance t test; paired t test for the mean difference in related populations; Z test for the difference between two proportions; F Test for the Ratio of Two Variances.

**BUS 226**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**Course content continued:**

**Analysis of Variance:** One-Way Analysis of Variance (ANOVA); F Test for Differences Among more than Two Means; Tukey-Kramer Procedure; Levene Test for Homogeneity of Variance; ANOVA Assumptions; Two-Way Analysis of Variance; Tukey multiple comparisons procedure for two-way ANOVA; Interaction Effects

**Tests of Goodness-of-Fit, Contingency Tables Analysis and Nonparametric Tests:** Chi-Square Tests; Introduction to Goodness-of-Fit Tests and Contingency Tables Analysis; Chi-Square Test for the Difference between Two Proportions; Chi-Square Test for Differences among More Than Two Proportions; Marascuilo Procedure; Chi-Square Test of Independence; McNemar Test for the Difference between Two Proportions (Related Samples)

**Linear Regression and Correlation:** Scatter Plots; Covariance and the Coefficient of Correlation; Simple Linear Regression Model; Least-Squares Method; Interpreting the Y intercept and the Slope; Using Estimated Regression Equation for Estimation and Prediction; Measures of Variation; Computing the Coefficient of Determination; Standard Error of the Estimate; Assumptions of Regression; Residual analysis; Testing for Significance; Outliers and Influential Observations.

**Multiple Linear Regression:** Introduction to Multiple Regression Analysis; Least Squares Method; Multiple Coefficient of Determination; Model Assumptions; Testing for Significance; Using the Estimated Regression Equation for Estimation and Prediction; Categorical Independent Variables; Residual Analysis.

**Index Numbers and Forecasting with Time-Series Data:** Simple Price Index; Aggregate Price Indexes; Laspeyres Price Index; Paasche Price Index; Consumer Price Index (CPI); Stock Market Indexes; Trend-based Forecasting Techniques - Linear and Nonlinear; Autocorrelation; Durbin-Watson Statistic; Moving Average; Exponential Smoothing; Mean Square Error (MSE); Root Mean Square Error (RMSE); Mean Absolute Deviation (MAD); Mean Absolute Percent Error (MAPE); Line Chart; Regression Trend Line and Residuals.

**Decision Analysis:** Payoffs; Decision Making under Uncertainty; Decision Making under Risk; Expected Monetary Value (EMV); Expected Value of Perfect Information (EVPI); Decision Trees; Bayesian Analysis; Expected Value of Sample Information (EVSI); Sensitivity Analysis; Risk Attitudes.



**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Don Miskiman  
Interim Director, UFV School of Business

**Subject:** Proposal for a revision of an existing course BUS 321

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**A. Course Revision: BUS 321**

1. Rationale for change:

- a) *Changing Course Prerequisite. The Bus 320 pre-req has been removed so marketing students will be able to take BUS 321 in their third year of their program. With a BUS 320 pre-req, the course is generally taken in year 4. Putting Bus 321 in semester 5 will make it easier for students to meet the pre-reqs for Bus 425, a required course necessary for graduation.*
- b) *Updating Course Description, Learning Outcomes and Course Content. This course has not been reviewed for several years. Review aligns with overall Program Review. Topics need to be updated to reflect the current business education environment and the state of the School of Business at UFV.*

2. Summary of substantive changes:

*Method of student evaluation has been updated to reflect the current teaching pedagogy and learning outcomes. A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. Changes in learning outcomes, class size limit, frequency of offering, materials required are summarized as follows:*

- a) *Slight modification on description to better reflect current content of the course*
- b) *Textbook changed to more current edition*

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?

*Learning outcome for this course has been altered to be consistent with the students being able to: 1) Use knowledge and skills proficiently; 2) Initiate inquiries and develop solutions to problems in business to business selling environment and 3) Communicate and sell effectively*

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

*Not applicable.*

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

*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses and successful indigenous sale persons may be invited to class for seminar and discussion.*



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **No change**
- b. Class size limit: **No change**
- c. Frequency of offering: **No change**
- d. Resources required (labs, equipment): **No change**

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

*PLAR by examination.*

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Textbook: \$140*

**Campus-Wide Consultation comments**

**Comment:** BUS 321:

Although this is being changed from a 300-level prereq to a 200-level prereq, it is still technically an increase (requiring a course which was not previously required), and so will require notice in the calendar. In the meantime, you may wish to allow either BUS 320 or BUS 221 to satisfy the prereqs.-Amanda Grimson, UEC Assistant

**Response:** The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me.-Cindy Stewart, Faculty, School of Business



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| BUS 321                  | School of Business | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Business Marketing       |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course will expose students to managerial problems and challenges faced by organizations that are in the business of marketing industrial products, services, and commodities to other businesses. The specific focus will be on the nature of the firms' offerings and the specialized channels of distribution.

PREREQUISITES: BUS 221 or BUS 320. Note: As of September 2014, BUS 221 will be required.  
 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: 24 Hrs  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 6 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 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): <u>Mark Breedveld</u>        | Date approved: _____                     |
| Department Head: <u>Don Miskiman</u>             | Date of meeting: <u>January 11, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 23, 2012</u>   |
| Curriculum Committee chair: <u>Kevin DeWolde</u> | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 321**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Differentiate between business marketing and consumer marketing
2. Analyze business marketing issues and make recommendations on how they can be resolved using effective business marketing principles.
3. Write proposals and progress reports.
4. Conduct secondary and primary research on business markets
5. Demonstrate effective skills in oral presentations, written communications, case study analysis, and working as a member of a team.
6. Manage a consulting project.

**METHODS:**

Lectures, seminars and student directed learning.

**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 sample textbook for this course is:*

Dwyer, F.R., and Tanner, J.F. (2012). Business Marketing: Connecting Strategy, Relationships, and Learning. New York, NY: McGraw-Hill.

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

*Recommended student evaluation for this course is as follows:*

|                     |     |
|---------------------|-----|
| Assignments         | 10% |
| Midterm exam        | 30% |
| Project             | 50% |
| Class participation | 10% |

**COURSE CONTENT:**

*Recommended course content for this course is as follows:*

Differences between consumer marketing and business marketing  
The purchasing function  
Business buyer behaviour  
Identifying market opportunities  
Business product strategy  
Business distribution/channel strategy  
Business marketing communications strategy  
Business pricing strategy  
Managing relationships with suppliers and customers

## Memo

To: Undergraduate Education Committee

Dean: Rosetta Khalideen

Program Development Coordinator: Cheryl Dahl, Sarah Brammer

From: Don Miskiman  
Acting Director, UFV School of Business

Date: September 30, 2012

Subject: Proposal for a revision of an existing course BUS 327

- A. Course revision: BUS 327
  - 1. Rationale for change: Updating Pre-requisites, Updating Course Description, Learning Outcomes and Course Content.
  - 2. Summary of substantive changes: A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms.
- B. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? Learning outcomes for this course have been adjusted to reflect the important role market research plays in acquiring the knowledge necessary to gain meaningful insight into the behavioural patterns of buyers and to give students the opportunity to further develop their business research skills from BUS 320.
  - 2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not applicable.
  - 3. What consideration has been given to indigenizing the curriculum? Where possible in-class cases and examples will include indigenous owned businesses.
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value : No change
    - b. Class size limit: No change
    - c. Frequency of offering: No change
    - d. Resources required (labs, equipment): No change
  - 5. If this course is not eligible for PLAR, explain why. PLAR by examination.
  - 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Not applicable. One class field trip is clearly announced at the start of the term and clearly identified in the Course Schedule that is attached as the last page to the Course Syllabus. There is only travelling costs associated with this field trip and students provide their own transportation and cover their own transportation costs. For students unable to do this individually, I will pair them up with other students.
  - 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
Textbook: \$240

### **Campus-Wide Consultation comments**

Comment: BUS 327:

This prereq change (from a pre/co-req to prereq) will also likely require notice.-Amanda Grimson,

Response: The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me.-  
Cindy Stewart





**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1994  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
*(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

|                    |                           |             |
|--------------------|---------------------------|-------------|
| <b>BUS 327</b>     | <b>School of Business</b> | <b>3</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT        | UFV CREDITS |
|                    | <b>Consumer Behaviour</b> |             |
|                    | COURSE DESCRIPTIVE TITLE  |             |

**CALENDAR DESCRIPTION:**

This course is all about shopping to understand the behaviours, attitudes, desires, and motivations of shoppers to explain why you buy what you do. Consumer behaviour is an interdisciplinary subject; it is based on concepts and theories developed by researchers from psychology, sociology, social psychology, cultural anthropology, and economics and then applied in marketing to compile the data necessary to become an expert in your buyers. This course explores a variety of tools and data collected by marketers to develop comprehensive Buyer Profiles used to create effective marketing strategy. Students also explore the impact of the purchase environment, culture, and the people who influence buyers and their impact on a buyer's purchase choice and satisfaction.

PREREQUISITES: None  
 COREQUISITES:  
 PRE or COREQUISITES: BUS 320. Note: As of September 2014, BUS 320 will be a required prerequisite.

**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: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Field Trips 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Annually (winter)  
*(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): <u>Cindy Stewart</u>         | Date approved: _____                     |
| Department Head: <u>Don Miskiman</u>             | Date of meeting: <u>January 11, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 23, 2012</u>   |
| Curriculum Committee chair: <u>Kevin deWolde</u> | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 327**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Identify and explain consumer perceptions and the use of signaling and semiotics to enhance advertising and consumer information processing.
2. Identify and explain consumer self-concept driven by demographics; life-style and personality characteristics.
3. Assess the role of reference groups and their types of influences in the product selection and adoption process.
4. Determine consumer beliefs and attitudes toward brand and their geneses.
5. Assess the cultural and subcultural values and their influence on purchase behaviour
6. Determine consumer choice antecedents including situational determinants, time pressures, personal salience, general shopping orientation, branding, store atmospherics, and motivations.

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

This is primarily a case-based learning course accentuated with lecture, student led field studies, and class field trips.

**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:]*

Solomon (2011). *Consumer Behaviour* (9th edition). Pearson

**SUPPLIES / MATERIALS:****STUDENT EVALUATION:**

*The recommended student evaluation for this course is as follows:*

|                                           |     |
|-------------------------------------------|-----|
| Case analyses                             | 45% |
| Group written assignment and presentation | 30% |
| Final exam                                | 25% |

**COURSE CONTENT:**

*The recommended course content is as follows:*

**Module One:** Role of Perception and Learning - Consumer perceptions; semiotics, and beliefs.

**Module Two:** Role of the Self- Consumer characteristics: demographics; life-style, personality, gender and need state.

**Module Three:** Attitudes, Desires, and Motivations - Consumer attitudes and motivations.

**Module Four:** Purchase Process - Antecedents including situational determinants, time pressures, personal salience, general shopping orientation, branding, store atmospherics, motivation in store choice and shopping behaviour.

**Module Five:** Referents and Influencers - Reference groups and their types of influences; opinion leadership and their influence; diffusion of new products, cultural and subcultural and their influences.

This course makes extensive use of consumer research field studies to confirm or refute the findings of the referenced research findings in the textbook. Students are expected to conduct in-store studies addressing a series of concept related tests and report their findings using all relevant statistical models from BUS 320.

**MEMO**

**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Don Miskiman  
Interim Director, UFV School of Business

**Subject:** Renumbering Proposal BUS 328

**A. Renumbered course: BUS 328**

## 1. Rationale for revised course:

- a) *Updating Course Description, Learning Outcomes and Course Content. This course has not been reviewed for several years. Review aligns with overall Program Review. Topics need to be updated to reflect the current business education environment and the state of the School of Business at UFV. Becoming a university has also required our course offerings should be brought into alignment with other universities for ease of transfer credits. At most universities, business option courses start in the third year of study. Our existing B224 course is a marketing option course that is taught in the third year of study at other universities. Furthermore, the course is currently being articulated as a third year course.*

*There have also been substantive changes to the mastery level of required skill to reflect the course being a BBA course instead of a diploma oriented course. As a result it makes sense change the course number to BUS 328 to ensure both the standards of curriculum and level of articulation are one in the same. It is our intention to let BUS 224 lapse into inactive status so there is no budget impact – we do not plan to run these two courses concurrently, instead one is to be a replacement of the other. Diploma students will be eligible to take BUS 328 and there will be no change to their pre-requisite requirements in order to do so. Instead the course will become an upper level elective when satisfying their diploma requirements.*

## 2. Summary of substantive changes:

*Method of student evaluation has been updated to reflect the current teaching pedagogy and learning outcomes. A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. Changes in learning outcomes, class size limit, frequency of offering, materials required are summarized as follows:*

- a) *Significant modification on description to better reflect current content of the course*  
b) *Textbook changed to more academic oriented edition*

**B. Budget and Learning outcome Issues**

## 1. How does your course address the UFV Learning Outcomes?

*Learning outcome for this course has been altered to be consistent with the students being able to:*

- a) *Demonstrate information competency - Students are required to demonstrate competency in assignments using real case client product marketing issues.*  
b) *Analyze critically and imaginatively - Students work on a series of retail case clients and determine unique needs of that client and develop a unique plan for that client using the tools and techniques most applicable to the client situation.*  
c) *Use knowledge and skills proficiently - Students apply a series of retail tools to retail case clients.*

d) *Initiate inquiries and develop solutions to problems - Students approach individual retail case clients to assess and understand the firm's current situation and then develop a unique creative solution which addresses the specific needs of that organization.*

f) *Communicate effectively - Students develop a written a business report as well as a formal presentation for a retail case client organization*

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

*The existing course was outdated and needed significant changes to reflect current industry practices and the needs of the Fashion Design Diploma. Many fashion design students pursue a minor in business with a focus on the marketing courses. Most of these students take BUS 224 as an elective. As a result substantial changes have been made to the course to better fit the needs of the Fashion Design Diploma and improve the overall academic rigor of the course. There will be no disruption to the eligibility of fashion design students wanting to take BUS 328, all pre-requisites will remain unchanged.*

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

*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **No change**
- b. Class size limit: **25**
- c. Frequency of offering: **No change**
- d. Resources required (labs, equipment): **No change**

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

*PLAR by examination.*

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Textbook: \$180*

**Campus-Wide Consultation comments**

**Comment:** Just a note that the calendar description note for BUS 328 should read as follows:

Note: Students with credit for BUS 224 cannot take this course for further credit.-Amanda Grimson

**Response:** Whatever standard wording to get this done is fine by me-Cindy Stewart



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                           |             |
| <b>BUS 328</b>                                                                                                            | <b>School of Business</b> | <b>3</b>    |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT        | UFV CREDITS |
| <b>Retail Management</b>                                                                                                  |                           |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                           |             |

**CALENDAR DESCRIPTION:**

Retail is big business; it is the second largest industry sector in the Canadian economy, and getting the product from the production floor to the buyer is critical to the financial success of all manufacturers. In this course students explore the complex world of retail and e-tail channel management strategies from the perspective of starting a retail store from the ground up to develop a comprehensive, competitive retail strategy including defining its buyer; product mix strategy; competition; the physical and e-tail appearance; and inventory style, assortment, and selection. Students then examine the implementation steps necessary to bring their retail concept to life: site selection; inventory purchasing and pricing; staffing including sales and administrative staff; branding; advertising and promotion; and customer loyalty programs.

*Note: Students with credit for BUS 224 cannot take this course for further credit.*

PREREQUISITES: **BUS 120**  
 COREQUISITES:  
 PRE or COREQUISITES:

|                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>               | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <b>BUS 224</b>               |                                                |
| (b) Cross-listed with:                     |                                                |
| (c) Cannot take: _____ for further credit. |                                                |

|                                             |                                                                                                                       |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <b>45</b>      | <b>TRAINING DAY-BASED INSTRUCTION:</b>                                                                                |
| <b>STRUCTURE OF HOURS:</b>                  | Length of course: _____                                                                                               |
| Lectures: <b>30</b> Hrs                     | Hours per day: _____                                                                                                  |
| Seminar: _____ Hrs                          |                                                                                                                       |
| Laboratory: _____ Hrs                       |                                                                                                                       |
| Field experience: <b>5</b> Hrs              | <b>OTHER:</b>                                                                                                         |
| Student directed learning: _____ Hrs        | Maximum enrolment: <b>25</b>                                                                                          |
| Other (specify): Case Studies <b>10</b> Hrs | Expected frequency of course offerings: <b>2 times per year</b><br>(every semester, annually, every other year, etc.) |

|                                                                                 |                                         |                                        |
|---------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <b>Cindy Stewart</b>         | Date approved: _____                     |
| Department Head: <b>Don Miskiman</b>             | Date of meeting: <b>January 11, 2013</b> |
| Campus-Wide Consultation (CWC)                   | Date approved: <b>October 23, 2012</b>   |
| Curriculum Committee chair: <b>Kevin deWolde</b> | Date approved: <b>January 25, 2013</b>   |
| Dean/Associate VP: <b>Rosetta Khalideen</b>      | Date of meeting: <b>February 1, 2013</b> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 328**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

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

1. Evaluate the economic impact retail / e-tailing has on the community and manufactures of goods.
2. Construct a retail concept strategy that reflects the competitive environment of the retail sector being entered.
3. Apply the tools used to facilitate decisions about product mix, selection, assortment, plus retail experience management including branding and store /website atmospherics and merchandise display.
4. Demonstrate the ability bring the store concept to life including site selection, supplier selection, staffing, inventory management and financial planning and control.
5. Defend the importance of branding, brand management, customer loyalty initiatives, and marketing ethics to enhance brand equity and financial returns for the shareholders.

**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. A sample textbook for this course would be:

Levy (2011). *Retailing Management*. McGraw – Hill

**SUPPLIES / MATERIALS:**

N/A

**STUDENT EVALUATION:**

Recommended student evaluation for this course is as follows:

|                                                 |     |
|-------------------------------------------------|-----|
| Current retailing events and participation      | 10% |
| Concept application assignments or midterm exam | 25% |
| Group project and presentation                  | 35% |
| Final exam                                      | 30% |

**COURSE CONTENT:**

Recommended course content is as follows:

Module One: Retail Concept Design

Topics include: Retail industry dynamics, product positioning with merchandise mix, buyer profiles and target market selection; store atmospherics and merchandise visual planning.

Module Two: Strategy Implementation

Topics include: Site selection; merchandise procurement and management; pricing policies and practices, human resource management, customer communication and brand management, retail strategic plan development and evaluation and control procedures.



**Memo**

To: (Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator)

From: Kevin deWolde

Date: November 23, 2012

Subject: Proposal for a new course, or revision of an existing course (BUS 338)

If the course is a revision of an existing course, fill out A and c. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change: **Update the existing official course outline for current practices.**
2. Summary of substantive changes: **Updated terminology throughout, including learning outcomes. Clarified course description and course content to better describe the nature of the course. Allowed PLAR. Changed pre-requisite of BUS 144 to a co-requisite of BUS 343 (Intermediate Accounting). This course was intended as a third year course after a solid foundation of accounting, however we are find more second year students are registering and they struggle in this course as their accounting foundation is not quite enough. Making the pre-requisite a little tougher should compensate for this.**

B. New course: **N/A**

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? **Includes critical thinking and analysis, problem-solving, demonstration of competencies.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **No.**
3. What consideration has been given to indigenizing the curriculum? **Accounting follows international standards.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: **N/A**
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. If this course is not eligible for PLAR, explain why. **N/A**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **N/A**

Please provide an estimate of the typical costs for this course, including textbooks and other materials.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                                |             |
|--------------------|--------------------------------|-------------|
| BUS 338            | School of Business             | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT             | UFV CREDITS |
|                    | Accounting Information Systems |             |
|                    | COURSE DESCRIPTIVE TITLE       |             |

**CALENDAR DESCRIPTION:**

The emphasis of this course is the controllership and public practice role of accountants. It will include a comprehensive computerized accounting simulation that will involve the design of the accounting system, designing reports to monitor short-term liquidity and capital projects, entry of data to test the system, and reporting financial analysis of the results to management. In the public practice portion of the course, a client's business will be created in CaseWare where a year-end file will be prepared, including the preparation of financial statements. Students will also use software to complete a simulated personal tax return.

PREREQUISITES: BUS 160 or CIS 110  
 COREQUISITES: BUS 343  
 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: 5 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 40 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Fall and Winter  
 (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): <u>Larry Howe</u>            | Date approved: _____                     |
| Department Head: <u>Don Miskiman</u>             | Date of meeting: <u>January 11, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 23, 2012</u>   |
| Curriculum Committee chair: <u>Kevin deWolde</u> | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |



**BUS 338**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

1. Identify the controllership functions.
2. Design an effective accounting system.
3. Enter data into a computerized accounting system.
4. Assess the performance of a business based on analysis from the accounting information system.
5. Evaluate the cash management performance of a business.
6. Prepare a year-end file using CaseWare.
7. Complete an individual tax return (T1).

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

Lecture, accounting simulation project with related assignments.

**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:]*

1. No text required.
2. References to material in textbooks used in other business courses.
3. Various business articles as provided by instructor.

**SUPPLIES / MATERIALS:**

Simply Accounting Software (Student Version)  
Flash drive

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

|                                    |     |
|------------------------------------|-----|
| Written assignment                 | 5%  |
| Computerized accounting simulation | 40% |
| CaseWare file preparation project  | 15% |
| Personal tax return assignment     | 5%  |
| Final exam                         | 35% |

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

Weeks 1 – 7: Industry Accounting

1. Designing an accounting system including a chart of accounts and subsidiary ledgers.
2. Use the system to enter data for a simulated company over a two month period.
3. Assess the performance of the simulated company using various reports from the accounting information system.
4. Evaluate the cash flow management performance of a business.

Weeks 8 – 13: Public Practice Accounting

5. Prepare a year-end file for a simulated company, using CaseWare software.
6. Prepare financial statements for the simulated company.
7. Prepare a personal income tax return.

**MEMO**

**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Don Miskiman  
Interim Director, UFV School of Business

**Subject:** Proposal for a revision of an existing course BUS 463 to BUS 426

**A. Course Revision: BUS 463 to BUS 426**

1. Rationale for change:

*Renumbering Course: Marketing courses have traditionally occupied the 120, 220, 320, and 420 numbering sequences. BUS 463 – Advanced Advertising is a relatively new course that has not been articulated. The numbering of this course falls outside this traditional sequence and as a result can be very confusing to students. Recently it has been discovered that several 420 series numbers that were previously unavailable have not been in uses for 22 or more years. Because of the length duration in time these courses have been inactive, Elaine Harris of A&R is supportive of these numbers idle numbers being recycled for marketing courses. Given this new information, it makes sense that BUS 463 be renamed to B426. This will allow the number continuity for marketing courses be restored and eliminate much of the confusion students experience with the out-of-sequence number.*

2. Summary of substantive changes:

*Method of student evaluation has been updated to reflect the current teaching pedagogy and learning outcomes. A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. Changes in learning outcomes, class size limit, frequency of offering, materials required are summarized as follows:*

- *Minor changes to course objectives to reflect current content*
- *Textbook update*
- *More current topics added in content.*

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?

*Learning outcome for this course has been altered to be consistent with the students being able to:*

- a) *Demonstrate information competency - Students are required to demonstrate competency in a series of comprehensive client driven marketing communication assignments using real world scenarios.*
- b) *Analyze critically and imaginatively - Students must work with individual clients and determine unique needs of that client and develop a unique plan for that client using the tools and techniques most applicable to the client situation.*
- c) *Use knowledge and skills proficiently - Students develop an media plan for a client organization*
- d) *Initiate inquiries and develop solutions to problems - Students approach individual client organizations and through inquiry understand the client's current situation and then develop a unique plan which addresses the specific needs of that organization.*
- e) *Communicate effectively - Student develop a written media plan as well as a formal presentation for a client organization*



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

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

*Not applicable.*

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

*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **No change**
- b. Class size limit: **No change**
- c. Frequency of offering: **No change**
- d. Resources required (labs, equipment): **No change**

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

*PLAR by examination.*

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

**Campus-Wide Consultation Comments**

**Comment 1:** BUS 426: Calendar Description Notes

Note: Students with credit for BUS 463 cannot take this course for further credit

**Comment 2:** BUS 426: Prereqs

The addition of BUS 329 and CMNS 375 as requirements will require notice.

**Response:** The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me.-  
Cindy Stewart, Faculty, School of Business



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2008  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                                           |                           |             |
|-------------------------------------------|---------------------------|-------------|
| <b>BUS 426</b>                            | <b>School of Business</b> | <b>3</b>    |
| COURSE NAME/NUMBER                        | FACULTY/DEPARTMENT        | UFV CREDITS |
| <b>Integrated Marketing Communication</b> |                           |             |
| COURSE DESCRIPTIVE TITLE                  |                           |             |

**CALENDAR DESCRIPTION:**

Student understanding of the fundamental skills from prior courses are put to the test to develop an integrated marketing communication program for a real world client. In creative teams of six, students complete four advertising agency simulation assignments driven by a client based Creative Brief. All elements of the promotion mix including print ads, sales promotions, public relations, direct marketing pieces, social media (Facebook and Twitter), banner ads, Google ad words, SEO, and corporate websites are potentially part of the media mix deliverables used to meet client needs. In addition to developing their own communication concepts, students complete the artwork and then sell their ideas to a panel of executive members from the client.

Note: Students with credit for BUS 463 cannot take this course for further credit

PREREQUISITES: BUS 223 or BUS 323; BUS 327. Note: One of BUS 329 or CMNS 375 is recommended, and will be required as of September 2014.

COREQUISITES:  
 PRE or COREQUISITES:

|                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>               | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>BUS 463</u>               |                                                |
| (b) Cross-listed with: _____               |                                                |
| (c) Cannot take: _____ for further credit. |                                                |

|                                             |                                                                |
|---------------------------------------------|----------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u>      | <b>TRAINING DAY-BASED INSTRUCTION:</b>                         |
| <b>STRUCTURE OF HOURS:</b>                  | Length of course: _____                                        |
| Lectures: <u>15</u> Hrs                     | Hours per day: _____                                           |
| Seminar: <u>10</u> Hrs                      |                                                                |
| Laboratory: _____ Hrs                       |                                                                |
| Field experience: <u>10</u> Hrs             | <b>OTHER:</b>                                                  |
| Student directed learning: _____ Hrs        | Maximum enrolment: <u>25</u>                                   |
| Other (specify): Case Studies <u>10</u> Hrs | Expected frequency of course offerings: <u>1 time per year</u> |
|                                             | (every semester, annually, every other year, etc.)             |

|                                                                                 |                                         |                                        |
|---------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Cindy Stewart</u>         | Date approved: _____                     |
| Department Head: <u>Don Miskiman</u>             | Date of meeting: <u>January 11, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 23, 2012</u>   |
| Curriculum Committee chair: <u>Kevin deWolde</u> | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 426**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Develop marketing communication strategies achieve client based marketing objectives.
- Formulate target market profiles, product positioning strategies, and product message strategies
- Design and develop marketing campaign concept strategies to finished product format for a variety of media from desktop publishing skills learned in BUS 329 (or CMNS 375) with advertising design skills learned in BUS 323 or BUS 223.
- Develop a media plan including a budget and implementation schedule.

**METHODS:**

Lecture, projects, problem-solving, discussion, and case analysis.

**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. A sample textbook for this course would be:

Belch, Belch and Guolla (2011). *Advertising and Promotion, an Integrated Marketing Communication Perspective* (4th Canadian edition). McGraw-Hill

**SUPPLIES / MATERIALS:**

Adobe Creative Suite CS6: including Illustrator, Photoshop, In-Design and Dreamweaver.

**STUDENT EVALUATION:**

The recommended student evaluation for this course is as follows:

|                     |     |
|---------------------|-----|
| Class participation | 10% |
| Case analyses       | 60% |
| Term report         | 30% |

**COURSE CONTENT:**

Recommended course content is as follows:

1. Marketing communication models and message strategy
2. Integration of marketing strategy across mediums and tactics
3. Creativity process and execution
4. Creative and message selection process
5. Message and creative design for all parts of the promotion mix
6. Promotion mix evaluation, selection, and effectiveness
7. Creativity and message design in the virtual environment.
8. Budgeting and implementation schedules
9. Media plan preparation



**Memo**

To: Undergraduate Education Committee: Samantha Partridge, Amanda Grimson  
Dean: Rosetta Khalideen  
Program Development Coordinator: Cheryl Dahl, Sarah Brammer  
From: Don Miskiman  
Date: October 23, 2012

Subject: Proposal for a new course, or revision of an existing course (BUS 439)

If the course is a revision of an existing course, fill out A and C. If it is a new course, fill out B and C.

A. Course revision:

1. Rationale for change: Update the existing official course outline for current practices.
2. Summary of substantive changes: Updated to reflect the current text being used and the use of online homework assignments. Updated terminology throughout, including learning outcomes.

B. New course: N/A

1. Rationale for new course
2. How new course fits into program(s)
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? Includes critical thinking and analysis.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
3. What consideration has been given to indigenizing the curriculum? Accounting follows International Financial Reporting Standards (IFRS).
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area: N/A
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
5. If this course is not eligible for PLAR, explain why. N/A
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? N/A

Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Course Textbook: \$130

Financial calculator: \$45



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 1998  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                            |             |
|--------------------|----------------------------|-------------|
| <b>BUS 439</b>     | <b>School of Business</b>  | <b>3</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT         | UFV CREDITS |
|                    | <b>Advanced Accounting</b> |             |
|                    | COURSE DESCRIPTIVE TITLE   |             |

**CALENDAR DESCRIPTION:**

This course examines advanced financial accounting issues including long-term investments, business combinations and consolidations, intercorporate investments, foreign currency translation and transactions, and accounting for the not-for-profit sector.

PREREQUISITES: BUS 343  
 COREQUISITES: BUS 344  
 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: 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: 25  
 Expected frequency of course offerings: Fall and Winter  
 (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): <b>Janet Falk</b>            | Date approved: _____                     |
| Department Head: <b>Don Miskiman</b>             | Date of meeting: <b>January 11, 2013</b> |
| Campus-Wide Consultation (CWC)                   | Date approved: <b>October 23, 2012</b>   |
| Curriculum Committee chair: <b>Kevin deWolde</b> | Date approved: <b>January 25, 2013</b>   |
| Dean/Associate VP: <b>Rosetta Khalideen</b>      | Date of meeting: <b>February 1, 2013</b> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 439**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## **LEARNING OUTCOMES:**

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

1. Assess organizational corporate structures, inter-ownership issues, and choose the resulting financial reporting necessary to reflect the economic substance of the ownership constituents.
2. Prepare journal entries for an available for sale long-term passive investment that has shares that are widely traded.
3. Account for a long term passive investment using the cost method when the investee shares are thinly traded.
4. Account for a long term significant influence investment where the investor is able to have some impact on the operating, financing and investing activities of the investee company.
5. Prepare a consolidated income statement, statement of retained earnings and balance sheet at acquisition and post-acquisition using the Acquisition method (recommended under IFRS) where the investor has the right and ability to obtain future economic benefits of the investee without the cooperation of others (parent – subsidiary relationship exists).
6. Apply the reporting of foreign currency transactions and hedge accounting.
7. Prepare the translation of financial statements denominated in a foreign currency when the Canadian dollar is the unit of measure and when the Canadian dollar is not the unit of measure.
8. Apply IFRS requirements for segment disclosures and apply the quantitative thresholds to determine reportable segments.
9. Describe and apply the current accounting standards that govern the reporting of interests in joint arrangements.
10. Describe and prepare journal entries for the alternative accounting approaches for Not-for-Profit organizations and governments in Canada.

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

Lecture, in class discussion and problem-solving and case analysis.

## **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:]

(2010). (6th Edition). Hilton, McGraw-Hill

## **SUPPLIES / MATERIALS:**

Calculator

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

|                  |     |
|------------------|-----|
| Quizzes (4 @ 5%) | 20% |
| Mid-term exams   | 50% |
| Final exam       | 30% |

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

| Week | Topic covered                                                                             | Chapter |
|------|-------------------------------------------------------------------------------------------|---------|
| 1    | Investments in Equity Securities                                                          | 2       |
| 2-3  | Business Combinations                                                                     | 3       |
| 4-5  | Consolidated Statements on Date of Acquisition                                            | 4       |
| 6-7  | Consolidated Financial Statements Subsequent to Acquisition Date                          | 5       |
| 8-9  | Intercompany Inventory and Land Profits                                                   | 6       |
| 10   | Midterm Exam (Chapters 2, 3, 4, 5, 6, 7)                                                  |         |
| 11   | Deferred Income Taxes on Business Combinations; Joint Arrangements; Segmented Disclosures | 9       |
| 12   | Foreign Currency Transactions and Hedging                                                 | 10      |
| 13   | Translation of the Financial Statements of Foreign Operations                             | 11      |
| 14   | Accounting for Not-For-Profit Organizations, Governments and Encumbrance Accounting       | 12      |
| 15   | Final Exam (Chapters 9, 10, 11, and 12)                                                   |         |





**MEMO**

**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Don Miskiman  
Interim Director, UFV School of Business

**Subject:** Proposal for a new course BUS 329

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**A. New Course: BUS 329**

- a) *Rationale for New Course. - Students graduating with a Marketing Option, BBA generally enter the business world in the Marketing Assistant or Brand Manager Assistant roles. With very few exceptions, all job postings for Marketing and Brand Manager Assistant positions today require the applicant to have at minimum, the basic skills in desktop publishing and website development software. Furthermore, larger universities offer full semester courses on Brand Management, UFV currently does not. As a result, our graduates are overlooked for many of the entry marketing positions because they do not have the necessary technology skills.*

*To bring our students up to industry standards, BUS 329 has been designed to have students learn the basics in brand development and management using graphic and website design technology. Students will study the technology in four modules: Adobe Illustrator, Photoshop, In-design and Dreamweaver/ Flash and apply these technology tools to creating a brand identity, developing a branded corporate website, developing branded social media sites, and developing print format marketing communication pieces. Maintaining websites, Facebook fan pages, and creating and printing marketing collateral materials are the most common daily duties described in marketing or brand manager assistant positions.*

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?
2. *Learning outcomes for this course have been altered to be consistent with the students being able to:*
  - a. *Demonstrate information competency - Students are required to demonstrate competency in assignments using real case client product marketing issues.*
  - b. *Analyze critically and imaginatively - Students work on a series of case clients and determine unique needs of that client and develop a unique plan for that client using the tools and techniques most applicable to the client situation.*
  - c. *Use knowledge and skills proficiently - Students apply a series of technology tools to case clients.*
  - d. *Initiate inquiries and develop solutions to problems- Students approach individual case clients to assess and understand the firm's current situation and then develop a unique creative solution which addresses the specific needs of that organization.*



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

*e. Communicate effectively - Students develop a written a business report as well as a formal presentation for a case client organization.*

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

*Not applicable.*

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

*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

5. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **3.0***
- b. Class size limit: **25***
- c. Frequency of offering: **1 time per year***
- d. Resources required (labs, equipment): **Adobe CS 5 or higher currently available at UFV computer lab***

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

*PLAR by examination.*

7. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

8. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Textbook: \$180*



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
*(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

|                               |                           |             |
|-------------------------------|---------------------------|-------------|
| <b>BUS 329</b>                | <b>School of Business</b> | <b>3</b>    |
| COURSE NAME/NUMBER            | FACULTY/DEPARTMENT        | UFV CREDITS |
| <b>Brand Image Management</b> |                           |             |
| COURSE DESCRIPTIVE TITLE      |                           |             |

**CALENDAR DESCRIPTION:**

Brand promotion management for single- and multi-product firms is explored using industry standard graphic art technology tools. Students examine the basics of corporate brand development and use graphic design skills to create a company brand identity including naming, logo, slogan, colour palate, and typography. Students then explore brand management across traditional promotion mix tools using the industry standard Adobe Photoshop, Illustrator, and In-Design. Online brand development and management are explored using industry standard web design software Dreamweaver and Flash. Students explore the creation of company websites, banner ads, and social media sites including Facebook Fan Pages.

PREREQUISITES: BUS 323 or BUS 223  
 COREQUISITES:  
 PRE or COREQUISITES: BUS 327

**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: 25 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 10 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Case Studies 10 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: 1 time 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): **Cindy Stewart**

Department Head: **Don Miskiman**

Campus-Wide Consultation (CWC)

Curriculum Committee chair: **Kevin deWolde**

Dean/Associate VP: **Rosetta Khalideen**

Undergraduate Education Committee (UEC) approval

Date approved: \_\_\_\_\_

Date of meeting: **January 11, 2013**

Date approved: **October 23, 2012**

Date approved: **January 25, 2013**

Date of meeting: **February 1, 2013**

**BUS 329**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Upon successful completion, students will be able to:

1. Formulate the design requirements of creating a corporate brand identity
2. Demonstrate a basic knowledge of the industry standard technology tools Adobe Illustrator, Photoshop, and In-Design used in the layout and production of branded traditional promotion mix collaterals including print ads, direct mail pieces, newsletters, and brochures.
3. Develop all design elements required for creating online corporate branded assets including corporate website, banner ads, and social media presence including Facebook Fan Pages.
4. Demonstrate a working knowledge of the industry standard technology tools Adobe Dreamweaver and Flash, used to create HTML based online visual media pieces.

**METHODS:**

Lecture, in-class labs, team projects and 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:

Kevin Keller (2011). *Strategic Brand Management* (third edition). Pearson

**SUPPLIES / MATERIALS:**

Adobe CS 6

**STUDENT EVALUATION:**

Recommended student evaluation for this course is as follows:

|                           |     |
|---------------------------|-----|
| Assignments               | 35% |
| Design project            | 30% |
| Term project presentation | 35% |

**COURSE CONTENT:**

Recommended course content for this course is as follows:

**Module One:** Brand Identity Development: Brand identity design, Brand positioning, and Brand communication

**Module Two:** Introduction to Illustrator and Photoshop: using technology to create brand visual assets and print based branded communication pieces

**Module Three:** Introduction to In-design: using technology to create a pamphlet / brochures, newsletters, and other multi-page communication pieces

**Module Four:** Introduction to Dreamweaver and Flash: using technology to create company website and html communications

**Module Five:** Designing on-line promotion: using technology to create banner ads and corporate social media sites



**MEMO**

**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s) - Samantha Partridge, Amanda Grimson  
Program Development Coordinator – Cheryl Dahl, Sarah Brammer

**From:** Don Miskiman  
Interim Director, UFV School of Business

**Subject:** Proposal for a New Course BUS 427

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**A. New Course: BUS 427**

1. Rationale for new course:

- a. *New Course: Marketing courses have traditionally occupied the 120, 220, 320, and 420 numbering sequences. BUS 492 – Event Planning is a IS course that will now become a permanent course in the MARCOM stream of the Marketing Option.*
- b. *Course Description, Learning Outcomes and Course Content. This course is to now become a permanent course in pursuit of a BBA, Marketing Option with a specialization in MARCOM. To improve its academic rigor and be in alignment with how the course is offered at other universities, the course content and name is being changed to include PR and Event Management, to reflect the importance of Public Relations as an advanced management communication tool in the Promotion Mix. Diploma students will be eligible to take BUS 427 and there will be no change to their pre-requisite requirements in order to do so. Instead the course will become an upper level elective when satisfying their diploma requirements.*

2. Summary of substantive changes:

*Method of student evaluation has been updated to reflect the current teaching pedagogy and learning outcomes. A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. Changes in learning outcomes, class size limit, frequency of offering, materials required are summarized as follows:*

- *Description changed to better reflect current content of the course*
- *Hours of instruction changed to reflect actual classroom hours*
- *Changes to course objectives to reflect current content*

**B. Budget and Learning outcome Issues**

1. How does your course address the UFV Learning Outcomes?

*Learning outcome for this course has been altered to be consistent with the students being able to:*

- a) *Demonstrate information competency - Students are required to demonstrate competency in designing an planning corporate events using real world scenarios.*
- b) *Analyze critically and imaginatively - Student must work with individual clients and determine unique needs of that client and develop a unique plan for that client using the tools and techniques most applicable to the client situation.*

- c) *Use knowledge and skills proficiently - Student develop an comprehensive event plan for a client organization*
- d) *Initiate inquiries and develop solutions to problems - Student approach individual client organizations and through inquiry understand the client's current situation and then develop a unique plan which addresses the specific needs of that organization.*
- e) *Communicate effectively - Student develop a written event plan as well as a formal presentation for a client organization*
- 2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

*Not applicable.*

- 3. What consideration has been given to indigenizing the curriculum?  
*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

- 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. *Credit value: **No change***
- b. *Class size limit: **25***
- c. *Frequency of offering: **No change***
- d. *Resources required (labs, equipment): All required materials are currently available in both the computer labs and library, therefore no additional resources are required.*

- 5. If this course is not eligible for PLAR, explain why?

*PLAR by examination.*

- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Travel costs to meet client \$50*

*Textbook: \$140*

**Campus-Wide Consultation comments**

**Comment 1:** It looks like this course is being proposed to replace a specific offering of BUS 492, a Directed Studies course. Is this something we (i.e. Banner) can do? Or is it something the department will have to keep an eye on to make sure that students don't receive credit for it twice?—Amanda, UEC Assistant

**Comment 2:** I think this will be problematic. There was a brief period of fuzziness where the Records staff started recorded a few topics using letters, but not the one mentioned. Otherwise, all students registered for BUS 492, and their topics were not identified.

Directed studies courses are meant to be on topics chosen by students, rather than “special topics” courses chosen by instructors or the departments. The only thing they could do would be to have departmental permission for the course, plus a statement indicating that students who previously pursued this topic under BUS 492 will not be permitted to register. Then they will have to check whether the student took 492, and whether they pursued this topic. —Elaine Harris

**Response to Comments 1&2:**

The standard phrasing seems to be a moving target, whatever wording we need to make to get this done is fine by me. —Cindy Stewart, Faculty School of Business



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                                |                           |             |
|--------------------------------|---------------------------|-------------|
| <b>BUS 427</b>                 | <b>School of Business</b> | <b>3.0</b>  |
| COURSE NAME/NUMBER             | FACULTY/DEPARTMENT        | UFV CREDITS |
| <b>PR and Event Management</b> |                           |             |
| COURSE DESCRIPTIVE TITLE       |                           |             |

**CALENDAR DESCRIPTION:**

In this course students apply the marketing promotion mix elements to implement client driven corporate events for both customer and community stakeholders. Students will explore the many steps of public relations using corporate event management. From start to finish, students will plan a series of client driven events that includes all materials sourcing, budgeting, promoting, and staffing designed to build the client company name in the community.

PREREQUISITES: BUS 223 or BUS 323, BUS 327, and department permission. Note that students who have pursued this topic under BUS 492 will not be permitted to register.

COREQUISITES:  
 PRE or COREQUISITES:

|                                               |                                                |
|-----------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                  | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>BUS 492 (Event Planning)</u> |                                                |
| (b) Cross-listed with:                        |                                                |
| (c) Cannot take: _____ for further credit.    |                                                |

|                                             |                                                                |
|---------------------------------------------|----------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u>      | <b>TRAINING DAY-BASED INSTRUCTION:</b>                         |
| <b>STRUCTURE OF HOURS:</b>                  | Length of course: _____                                        |
| Lectures: <u>10</u> Hrs                     | Hours per day: _____                                           |
| Seminar: <u>10</u> Hrs                      |                                                                |
| Laboratory: _____ Hrs                       | <b>OTHER:</b>                                                  |
| Field experience: <u>10</u> Hrs             | Maximum enrolment: <u>25</u>                                   |
| Student directed learning: _____ Hrs        | Expected frequency of course offerings: <u>1</u> time per year |
| Other (specify): Case Studies <u>15</u> Hrs | (every semester, annually, every other year, etc.)             |

|                                                                                 |                                         |                                        |
|---------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Cindy Stewart</u>         | Date approved: _____                     |
| Department Head: <u>Don Miskiman</u>             | Date of meeting: <u>January 11, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 23, 2012</u>   |
| Curriculum Committee chair: <u>Kevin DeWolde</u> | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Rosetta Khalideen</u>      | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**BUS 427**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

- Define various terms specific to the special event industry.
- Differentiate between approaches to non-profit events and corporate events.
- Explain the principal components of planning and executing special events.
- Prepare a marketing plan including a budget for a potential special event.
- Develop a proposal for a special event designed to persuade a prospective client.
- Identify and source event human resources requirements.
- Develop and execute marketing activities to promote event.
- Prepare a post mortem event report

**METHODS:**

Lecture, workshops, field studies, and case studies.

**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. A sample textbook for this course would be:

Van Der Wagen, Lynn (2008). *Event Management*. Pearson

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

Recommended student evaluation for this course is as follows:

|                     |     |
|---------------------|-----|
| Class participation | 10% |
| Case analyses       | 60% |
| Term Report         | 30% |

**COURSE CONTENT:**

Recommend course content is as follows:

- Public Relations and Event Sponsorship
- Event Concept and Design
- Event Planning and Staging
- Implementation: Operations, Logistics, and Staffing
- Financial planning and Control
- Safety and Crowd Management
- Marketing and Promotion of event



Hello,

As of September 2012 CRIM 420 Research Project/Seminar was discontinued from the Bachelor of Arts (Criminal Justice) program and replaced with two new courses.

As this course is no longer required we would like to have it removed from the calendar.

Thank you.

Cherish

# MEMO



To: UEC  
From: Sherri Leon Torres, Practical Nursing Faculty  
CC: Joanne MacLean  
Date: 26/01/2013  
Re: Revisions to PNUR 156 course hours and course credits

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In November 2012, the Practical Nursing (PN) faculty implemented the new provincial practical nursing curriculum. The provincial curriculum is a prescribed curriculum that provides the requirements for all theory and clinical components of the new PN diploma program, including the required hours for all field experiences. In review of the new program courses, an error was noted in the total course hours originally assigned to the PNUR 156. The new provincial curriculum has allotted 120 hours for this practicum course. The PN faculty wish to reduce the course hours from 180 to the recommended 120 hours and to proportionately reduce the course credits from 4.5 to 3. This adjustment in credits will bring the PN diploma program to a total of 70 credits and will not impact student eligibility for student loan applications.

PNUR 156 course will be offered in September 2013. This course change has been approved by the Health Sciences Faculty Council.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: February 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.                                                   |                                          |             |
| <b>Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor</b> |                                          |             |
| PNUR 156                                                                                                                         | <b>Health Sciences/Practical Nursing</b> | 3.0         |
| COURSE NAME/NUMBER                                                                                                               | FACULTY/DEPARTMENT                       | UFV CREDITS |
| <b>Consolidated Practice Experience II</b>                                                                                       |                                          |             |
| COURSE DESCRIPTIVE TITLE                                                                                                         |                                          |             |

**CALENDAR DESCRIPTION:**

This practice experience provides learners with the opportunity to integrate theory from level one and two courses into practice. Learners will practice with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course.

PREREQUISITES: Enrolled in the Practical Nursing diploma program; PNUR 150, PNUR 151, PNUR 152, PNUR 153, PNUR 154, and PNUR 155  
 COREQUISITES: None  
 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:** 120

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 120 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 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): <u>Practical Nursing Program Provincial Curriculum</u> |                                          |
| Department Head: _____                                                     | Date approved: _____                     |
| Campus-Wide Consultation (CWC)                                             | Date of meeting: <u>June 15, 2012</u>    |
| Curriculum Committee chair: <u>Rachel Froese</u>                           | Date approved: <u>June 18, 2012</u>      |
| Dean/Associate VP: <u>Diane Reed</u>                                       | Date approved: <u>June 18, 2012</u>      |
| Undergraduate Education Committee (UEC) approval                           | Date of meeting: <u>February 1, 2013</u> |

**PNUR 156  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

Upon successful completion of this course with faculty guidance and input from the inter-professional health team, students will be able to:

1. Practice within relevant legislation, Baseline Competencies, Scope of Practice, Standards of Practice and Code of Ethics as set out by the CLPNBC, the Health Professions Act, and facility specific policy and procedures.
2. Apply the definition of consent in providing safe, competent, culturally safe and ethical care.
3. Demonstrate critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate care of older adults with assistance as required.
4. Apply the nursing process to a variety of health challenges in the residential care setting.
5. Demonstrate consistent client specific decision-making that considers client acuity, complexity, variability, and available resources.
6. Demonstrate a collaborative approach with other members of the health care team to meet the collective needs of older adult clients.
7. Provide a caring environment for patients by connecting, sharing and exploring with them in a collaborative relationship.
8. Deliver person-centered care that recognizes and respects the uniqueness of each individual and is sensitive to culture and diversity.
9. Demonstrate various communication strategies in communicating with clients with cognitive, sensory and/or mental health disorders.
10. Collaborate with faculty to provide leadership, direction, assignment, and supervision of unregulated care providers in the residential care setting.
11. Advocate for change reflecting evidence-informed practice.
12. Identify own values, biases, and assumptions on interactions with clients and other members of the health care team.
13. Participate in continuous learning to maintain and enhance competence.

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

Guest lectures, student presentations, clinical practice experience

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☐ Examination(s)                      ☐ Portfolio assessment                      ☐ Interview(s)
- ☒ Other (specify): Assessment tools to be developed
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

An example for this course might be:

- College of Licensed Practical Nurses of British Columbia. (2009). *Baseline competencies for licensed practical nurses' professional practice*. Retrieved from: [http://www.clpnbc.org/content\\_images/documents/CLPNBC%20Baseline%20Competencies\\_Feb%202009.pdf](http://www.clpnbc.org/content_images/documents/CLPNBC%20Baseline%20Competencies_Feb%202009.pdf)
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Documentation*. Retrieved from: <http://www.clpnbc.org/index.php?dbq=15#8415>
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Duty to provide care*. Retrieved from: <http://www.clpnbc.org/index.php?dbq=15#8415>
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Duty to report*. Retrieved from: <http://www.clpnbc.org/index.php?dbq=15#8415>
- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Medication administration*. Retrieved from <http://www.clpnbc.org/index.php?dbq=15#8415>

**PNUR 156****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****COURSE NAME/NUMBER**

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- College of Licensed Practical Nurses of British Columbia. (2010). *Practice guideline: Working with UCPs*. Retrieved from: <http://www.clpnbc.org/index.php?dbq=15#8415>
- College of Licensed Practical Nurses of British Columbia. (2010). *Professional standards of practice for licensed practical nurses*. Retrieved from: <http://www.clpnbc.org/index.php?dbq=15#3215>
- Deglin, J. H., & Vallerand, A. H. (2011). *Davis's drug guide for nurses* (12<sup>th</sup> ed.). Philadelphia: F. A. Davis.
- Edmunds, M. W. (2010) *Introduction to clinical pharmacology* (6<sup>th</sup> ed.). St. Louis: Mosby/Elsevier.
- Potter, P. A., & Perry, A. G. (2010). *Canadian fundamentals of nursing* (4<sup>th</sup> ed.). Toronto: Mosby/Elsevier.

**SUPPLIES / MATERIALS:**

PNUR 156 Course Pack

**STUDENT EVALUATION:**

*An example of student evaluation for this course might be:*

- Client portfolio assignment
  - Leadership assignment
  - Teaching and learning assignment
  - Self-reflective journal
  - Self-evaluation/instructor evaluation
- \*(All evaluation will be graded on a satisfactory/unsatisfactory basis)

**COURSE CONTENT:**

*Course outcomes will be met through examination and exploration of the following:*

- Legislation specific to the older adult
- Leadership
- Professional communication
- Communication with the older adult with cognitive challenges
- Inter-professional approach to practice
- Comprehensive assessment of the older adult
- Medication administration
- Chronic wound care
- Self-reflective approach to practice

**Memo**

**To:** Amanda Grimson, Jacqueline Nolte, Cheryl Dahl

**From:** Betty-Joan Traverse

**Date:** October 25<sup>th</sup>, 2012

**Subject:** Proposal for a new course – FREN 331: Introduction to Applied French Linguistics II

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New course:

1. Rationale for new course  
**The course is intended for those students who have completed FREN 330 at UFV and wish to complete a major in French. This is a one-credit supplementary course, which when combined with FREN 330, is equivalent to FREN 430 at UFV**
2. How new course fits into program(s)  
**With the transition of FREN 330 to a fourth year course (FREN 430), as part of the proposed French Major, this one-credit supplementary course will allow students who have previously completed FREN 330 and who wish to complete a major obtain the equivalent to FREN 430.**
3. If a new discipline designation is required, explain why.  
**n/a**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?  
**FREN 331, when combined with FREN 330, fits in well with UFV Learning Outcomes. In their study of French Applied linguistics, students will have to demonstrate their competency at information and analyze it critically and imaginatively. In order to pass the course, they will have to demonstrate their abilities to communicate effectively in French as well as a proficient usage of linguistic knowledge and skills. There will be many self-motivated and self-reflective learning activities during the course as well as group activities where they must demonstrate their skills at working cooperatively. They must treat all participants with respect, and when they have completed their study of French Applied linguistics, they will acquire a fine appreciation of diversity. Because we study dialects in many regions of both Canada and the rest of the Francophone world in the course, their perspectives and world views will be greatly broadened.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**No**
3. What consideration has been given to indigenizing the curriculum?  
**As we present our material, we do make reference to Indigenous languages, particularly their phonology and syntax.**

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **The course only requires approximately 15 contact hours to bridge the gap between the form FREN 330 and the new FREN 430. One credit has been assigned to the course.**
  - b. Class size limit **26 (MOLA standard class size)**
  - c. Frequency of offering **Offered as a DIS as needed.**
  - d. Resources required (labs, equipment) **No extra resources required.**
5. If this course is not eligible for PLAR, explain why.  
**n/a**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**No**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**Since this course would be offered as a DIS, any costs would be minimal.**

\*No comments at CWC

Comments at CACC (Dec. 7):

- Learning outcomes 1 & 2 will be changed to "apply"



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: n/a  
 (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 |                    |             |
| FREN 331                                                                                                                  | Modern Languages   | 1           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to French Applied Linguistics II                                                                             |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Intended for those students who have completed FREN 330 at UFV and wish to complete a major in French. This is a one-credit supplementary course, which when combined with FREN 330, is equivalent to FREN 430 at UFV.

Note: This one-credit course will only be offered until September 2018.

PREREQUISITES: FREN 219 and 330  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: **FREN 430** for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 15

**STRUCTURE OF HOURS:**

Lectures: 15 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: 26  
 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): <b>Alan Cameron</b>           | Date approved: <b>August 2012</b>         |
| Department Head: <b>Betty-Joan Traverse</b>       | Date of meeting: <b>November 23, 2012</b> |
| Campus-Wide Consultation (CWC)                    | Date approved: <b>December 2012</b>       |
| Curriculum Committee chair: <b>Tetsuomi Anzai</b> | Date approved: <b>December 2012</b>       |
| Dean/Associate VP: <b>Jacqueline Nolte</b>        | Date of meeting: <b>February 1, 2013</b>  |
| Undergraduate Education Committee (UEC) approval  |                                           |



**FREN 331**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Apply refined skills in both oral and written French, with an emphasis on linguistic theory and practice.
- Apply their knowledge of basic linguistics with a focus on the role of both socio- and psycholinguistics in second language acquisition.
- Demonstrate their knowledge of the development of French from the Vulgate (including some texts in Old French), and transformational grammar.
- Show their knowledge of applying linguistics to effective pedagogical practices.

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

Class time will be spent on lectures, presentations and group discussion on specific linguistic topics. All activities will be carried out in French.

**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:]

Excerpts from *Carpe Linguam: Introduction à la linguistique française appliquée*, Alain Cameron, PhD UVF press 2013.  
Plus the following reference materials: (These are some typical examples; others may be used.)

- Arrivé, Michel, Gadet, Françoise & Galmiche, Michel (1986) *La grammaire d'aujourd'hui: Guide alphabétique de linguistique française*, Paris: Flammarion.
- Champagne-Muzar, C. et Bourdages, Johanne S. (1993), *Le point sur la phonétique en didactique des langues*, CEC Québec.
- Ducrot, Oswald & Todorov, Tzevan (1972) *Dictionnaire encyclopédique des sciences du langage*, Paris: Seuil.
- Germain, Claude, (1993), *Évolution de l'enseignement des langues: 5000 ans d'histoire*, Paris: CLE International.
- Grevisse, M. (1986) *Le Bon usage* 12e édition refondue par A. Goose, Paris-Gembloux: Duculot.
- Ligier, Françoise et Savoie (1986), *Didactique en questions, le point de vue de 22 spécialistes en français L2*, Les Éditions LA Lignée Inc.
- Riegel, Martin, Pellat, J.C. & Rioul, R. (1994) *Grammaire méthodique du français*, Paris: PUF.
- Robert, P. (2011) *Le nouveau Petit Robert: Dictionnaire alphabétique et analogique de la langue française*, Paris: Éditions du nouveau Littré.

**SUPPLIES / MATERIALS:**

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

|                        |     |
|------------------------|-----|
| In-class presentation: | 20% |
| Homework assignments:  | 30% |
| Mid-term exam:         | 20% |
| Final exam:            | 20% |
| Class participation:   | 10% |

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

FREN 331 will focus further developing the student's knowledge of linguistics beyond FREN 330. It will concentrate on transformational grammar, syntactic structures, and Old French, as well as socio- and psycholinguistics in the acquisition and pedagogy of a second language.

FREN 331 will have a three- to four-week duration where students will review the material from FREN 330 and learn the additional material from 430:

Weekly schedule:

- Week 1: Review of fundamentals: Phonetics and Phonology: Grammatical and derivational morphology, Semantics and Lexicology
- Week 2: Syntactic structures and transformational grammar: sentence structure, nominal and adjectival transformations
- Week 3: Transformational grammar: verbal transformations: person, gender, number, mood, voice, and tense.
- Week 4: The development of Modern French: Latin, the vulgate, morphology and syntax of Old French

**Memo**

**To:** Amanda Grimson (UEC Assistant), Jacqueline Nolte (Dean, College of Arts), Cheryl Dahl (Program Development Coordinator)

**From:** Betty-Joan Traverse (Department Head, MOLA; Chair, French Major CWG)

**Date:** October 28<sup>th</sup>, 2012

**Subject:** Proposal for a new course – FREN 342: Advanced French Oral Communication

---

New course:

1. Rationale for new course :  
**FREN 342 focuses on oral communication in day-to-day and professional situations at an advanced level. Students will develop their oral skills through class and group discussion, debates and presentations. At the same time, they will explore new techniques that improve fluency, creativity and efficient interactions in French.**
2. How new course fits into program(s)?  
**FREN 342 is following on FREN 242 (Intermediate French oral communication) and enables students to improve on speaking and listening skills by experiencing more complex interactions in French. At the same time, this course is complementing FREN 325 (newly titled “Phonetics and Pronunciation: The Silky Sounds of French”)**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?  
**In FREN 342, students will be able to communicate efficiently in day- to-day and professional situations, express themselves fluently in a wide range of subjects, express a view point from different perspectives and critically argue their position and demonstrate their command of oral presentations and interviews. This course also involves projects with francophone associations which enable students to engage with local communities through experiential learning.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**n/a**
3. What consideration has been given to indigenizing the curriculum?  
**In the course of the semester, students will be asked to present or discuss articles on a variety of topics in francophone media. Among these articles, students will be discussing some of them with indigenous content across Canada.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **4 credits (in line with all other French upper-level courses)**
  - b. Class size limit **26 (MOLA standard class size)**

- c. Frequency of offering **Once per year.**
- d. Resources required (labs, equipment) **No extra resources required.**
- 5. If this course is not eligible for PLAR, explain why.  
**n/a**
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**No**
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The costs for this course would be similar to costs in any course.**

\*No comments at CWC

Comments at CACC (Dec. 7):

Committee members discussed the structure of hours for the course, and that it seemed to be heavy on the lecture hours for an oral communications class. The structure of hours categories are problematic for Modern Languages as a seminar in the department differs from a typical seminar course. There is a small committee working on the structure of hours category, and C. Dahl has asked for suggestions that could resolve this issue. In the meantime, some hours will be moved from the lecture portion, to "other".



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| FREN 342                                                                                                                  | Modern Languages   | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Advanced French Oral Communication                                                                                        |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course focuses on oral communication in day-to-day and professional situations at an advanced level. Students will develop their oral proficiencies through class and group discussion, debates, and presentations. At the same time, they will explore new techniques that improve fluency, creativity, and efficient interactions in French.

PREREQUISITES: FREN 219 and 242  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Guided oral 15 Hrs  
 Practice \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26

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): <u>Ghizlane Laghzaoui, PhD, EdD</u> | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>             | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>       | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval        |                                           |

**FREN 342**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Communicate efficiently in day- to-day and professional situations
- Express themselves fluently in a wide range of subjects
- Use effectively non-verbal communication (ie: body language)
- Express a view point from different perspectives and critically argue their position
- Report verbally on a reading and transcribe an audio-text
- Demonstrate their command of oral presentations and interviews
- Improvise in any given oral interaction
- Demonstrate fluency and skills at speech organization
- Show their mastery of new vocabulary

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

Presentations, improvisation sessions, discussions, and debates. Practice at individual, group, and class level.

## 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:]*

Material prepared by the instructor on oral communication techniques  
Online francophone medias (RFI, RDI, TV5, Cyberpresse...)

## SUPPLIES / MATERIALS:

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

|                            |      |
|----------------------------|------|
| Quizzes on vocabulary (x2) | 20%  |
| Seminars                   | 10 % |
| Oral presentations (x2) :  | 20%  |
| Oral mid-term exam         | 20%  |
| Oral final exam            | 20%  |
| Participation              | 10%  |

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

|          |                                                                                    |
|----------|------------------------------------------------------------------------------------|
| Week 1:  | Oral versus writing. Variety of accents in French                                  |
| Week 2:  | Listening: how to take notes from audio and video documents with different accents |
| Week 3:  | How to organize ideas<br>Improvisation practice                                    |
| Week 4:  | Interviews in French: criteria and methods                                         |
| Week 5:  | 2mn-10mn exercise: how to elaborate on an idea<br>Improvisation practice           |
| Week 6:  | <i>Oral Presentation #1</i>                                                        |
| Week 7:  | Mid-term: oral                                                                     |
| Week 8:  | How to report and synthesize<br>Improvisation practice                             |
| Week 9:  | Leavitt exercise: how to explain<br>Improvisation practice                         |
| Week 10: | How to adapt expression to different contexts<br>Improvisation practice            |
| Week 11: | <i>Oral argumentation: methods and criteria</i><br>Improvisation practice          |
| Week 12: | One information, two uses<br>Critical analysis of speeches                         |
| Week 13: | <i>Oral Presentation #2</i>                                                        |

**Memo**

**To:** Amanda Grimson (UEC Assistant), Jacqueline Nolte (Dean, College of Arts), Cheryl Dahl (Program Development Coordinator)

**From:** Betty-Joan Traverse (Department Head, MOLA; Chair, French Major CWG)

**Date:** October 25<sup>th</sup>, 2012

**Subject:** Proposal for a new course – FREN 415: Myths, Legends and Tales in Francophone Literatures

---

New course:

1. Rationale for new course :  
**FREN 415 is one of the 3 new fourth-year courses contributing to the Major in French. This course mainly focuses on traditional and contemporary literary application of myths, tales and legends in African, Indigenous, French and French Canadian literatures.**
2. How new course fits into program(s)?  
**FREN 415 is following on FREN 315 (introductory course in literature from France and Quebec) and enables students to deepen their knowledge in literature analysis and widen the cultural aspects to Indigenous and African francophone literatures.**
3. If a new discipline designation is required, explain why.  
**n/a**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?  
**In FREN 415, students will demonstrate advanced reading and writing skills in literature and a refined knowledge and understanding of Francophone cultures and literatures. Through comparative approaches to literature, students will be able to improve on their research and critical thinking skills as well as reflect on literary production from an intertextual and intercultural perspective.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**No**
3. What consideration has been given to indigenizing the curriculum?  
**The study of Indigenous francophone writers is a key component of this course and involves analysis of Indigenous myths, tales and legends.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **4 credits (in line with all other French upper-level courses)**
  - b. Class size limit **26 (MOLA standard class size)**
  - c. Frequency of offering **Once per year.**

- d. Resources required (labs, equipment) **No extra resources required.**
5. If this course is not eligible for PLAR, explain why.  
**n/a**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**No**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The costs for this course would be similar to costs in any course.**

\*No comments at CWC

Comments at CACC (Dec. 7):

- The first line of the learning outcomes will be changed to: "Upon successful completion of this course, students will be able to:"
- Learning outcome two will "apply advanced research skills"
- Learning outcome four: Remove "writing project" from this learning outcome as it is expressed in the evaluation portion of the outline.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
*(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 |                    |             |
| FREN 415                                                                                                                  | Modern Languages   | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Myths, Tales, and Legends in Francophone Literatures                                                                      |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Students will explore francophone literatures in a comparative perspective through the study of myths, tales, and legends in literary texts and narratives. This course, given entirely in French, mainly focuses on traditional and contemporary literary application of myths, tales, and legends in African, Indigenous, French, and French Canadian literatures. Literary analyses will cover topics such as the creation of the universe and its component, emblematic heroic figures, and the importance of social relations.

PREREQUISITES: FREN 315 and 319  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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: 45 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: 26  
 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): <u>Ghizlane Laghzaoui, PhD, EdD</u> | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>             | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>       | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval        |                                           |



**FREN 415**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Read and write literary texts at an advanced level
- Use advanced research skills
- Compare various Francophone literatures
- Write creatively
- Use intertextual and intercultural approaches to analyze texts critically
- Demonstrate a refined knowledge and understanding of Francophone cultures and literatures: Indigenous, African, French, and French Canadian

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

Lectures and presentations, group work, readings, comparative research and intertextuality, writing workshop.

**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:]

Assiniwi, B. (1998). *Ikwe la femme algonquienne*. Hull : Editions Vents d'Ouest.  
 Beaugrand, H. (1991). *La chasse-galerie*. Québec : Bibliothèque Québécoise.  
 Diop, B. (1947, rééd. 1960). *Les contes d'Amadou Koumba*. Paris/Dakar : Présence Africaine.  
 Tournier, M. (1980). *Le coq de bruyère*. Paris : Gallimard.

Bettelheim, B. (1976). *Psychanalyse des contes de fées*. Paris : Robert Laffont.  
 Demers, J. (2005). *Le conte : du mythe à la légende urbaine*. Québec Amérique  
 Chevalier, J. et Gheerbrant, A. (1997). *Le dictionnaire des symboles*. Robert Laffont.  
 Eliade M. (1957). *Mythes, rêves et mystères*. Paris : Gallimard.  
 Grimal, P. (1951 rééd. 1976). *Le dictionnaire de la mythologie*. Presses Universitaires de France.  
 Propp, V. (1970). *Morphologie du conte*. Le Seuil.  
 Wilkinson, P. (2009). *Des légendes et des mythes*. Larousse.

**SUPPLIES / MATERIALS:**

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

|                   |     |
|-------------------|-----|
| Composition (x2)  | 30% |
| Writing project   | 15% |
| Oral presentation | 15% |
| Journal de bord   | 10% |
| Final exam        | 20% |
| Participation     | 10% |

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

|          |                                                                            |
|----------|----------------------------------------------------------------------------|
| Week 1:  | Academic writing, research and reading strategies in literature (revision) |
| Week 2:  | Myths of origins and founding legends                                      |
| Week 3:  | Oral literatures                                                           |
| Week 4:  | Cosmogonic narratives: time and space                                      |
| Week 5:  | The storyteller: roles and positions                                       |
| Week 6:  | Heroes: emblematic figures                                                 |
| Week 7:  | MID-TERM                                                                   |
| Week 8:  | Ancient tales and modernity                                                |
| Week 9:  | Staging and performance in myths, tales and legends                        |
| Week 10: | Spirituality, power and magic                                              |
| Week 11: | Transformation and its meanings                                            |
| Week 12: | Morality and teachings: socialization, identities and values               |
| Week 13: | WRITING PROJECT (oral presentation and submission)                         |

**Memo**

**To:** Amanda Grimson (UEC Assistant), Jacqueline Nolte (Dean, College of Arts), Cheryl Dahl (Program Development Coordinator)

**From:** Betty-Joan Traverse (Department Head, MOLA; Chair, French Major CWG)

**Date:** October 25<sup>th</sup>, 2012

**Subject:** Proposal for a new course – FREN 420: French Translation and Comparative Stylistics

---

New course:

1. Rationale for new course  
**French 420 is one of the 3 new fourth-year courses contributing to the Major in French. Upper-level translation courses are key components of French Major Programs in many Canadian universities.**
2. How new course fits into program(s)  
**French 420 enables students to put their accumulated knowledge of French syntax, grammar, vocabulary and register to practical use, by using and refining this knowledge through translating texts.**
3. If a new discipline designation is required, explain why.  
**n/a**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?  
**In French 420, students will demonstrate information competency through the extended use of on-line terminological data bases and other digitized language tools. In addition, they will critically analyze published translations as well as their own translations, and use the language proficiency skills they have acquired throughout their studies. Their translations will be done both in an individual format and collaboratively. Finally, the translation skills they learn will enable them to contribute to our bilingual Canadian society, and to the many francophone countries in the world.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**No**
3. What consideration has been given to indigenizing the curriculum?  
**Among the many texts students will be asked to translate, some will be drawn from Canadian francophone native literature.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **4 credits (in line with all other French upper-level courses)**
  - b. Class size limit **26 (MOLA standard class size)**

- c. Frequency of offering  
**Once per year. The most economical way of doing this is to get regular faculty to teach these new courses, and some of the lower-level courses which regular faculty now teach could then be taught by sessionals, which would lower the cost of teaching these new courses.**
- d. Resources required (labs, equipment) **No additional resources required.**
- 5. If this course is not eligible for PLAR, explain why.  
**n/a**
- 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**No**
- 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**The costs for this course would be similar to costs in any course.**

\*No comments at CWC



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| FREN 420                                                                                                                  | Modern Languages   | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| French Translation and Comparative Stylistics                                                                             |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Taught entirely in French, this course provides students with the basic tools of comparative stylistics and translation, such as transposition, translation units, modulation, and expansion, and improves their understanding of the nuances of French syntax, grammar, vocabulary, and register. Students will closely examine translations of excerpts of different well-known texts, and will work on actual translations from French to English and English to French.

PREREQUISITES: FREN 319 and two other 300-level FREN courses.  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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: 45 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: 26  
 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): <u>Betty-Joan Traverse</u>    | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**FREN 420**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Divide a text into translation units in both English and French.
- Understand the concepts of modulation, transposition, syntactic and lexical gallicisms, and anglicisms, and identify these by comparing translations.
- Identify differences in registers and context in a variety of documents.
- Use technological tools available to translators and terminologists.
- Identify common difficulties and pitfalls in interlinguistic transfer.
- Translate non-technical texts of moderate difficulty from English to French and French to English.

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

Primary format of instruction is lecture; course will also involve discussion, student presentation, paired work on translation exercises, and an on-line component. Participation in class is compulsory.

## 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:]

Beigbeder, Frédéric. *Windows on the World*. Paris: Grasset, 2003.

*Windows on the World*. Translated by Frank Wynne. New York: Miramax, 2006.

Gile, Daniel. *La Traduction, la comprendre, l'apprendre*. Paris: PUF, 2005.

Lappin-Fortin, Kerry. *Traduire? Avec plaisir*. Toronto: Canadian Scholars' Press Inc., 2010.

Pollark, Liliane. *La traduction sans peur...et sans reproche*. Boucherville, Québec, 1995.

Vercollier A., *Difficultés expliquées du français for English Speakers*, Toronto, CLE International, 2004.

Vinay, Jean-Paul & Darbelnet, Jean, *Cahier d'exercices no. 1 – Stylistique compare du français et de l'anglais*. Laval: Beauchemin, 1991.

Watson Rodger, Valentine. *Mieux traduire, mieux s'exprimer*. Toronto: Canadian Scholars' Press Inc., 1998.

## SUPPLIES / MATERIALS:

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

## STUDENT EVALUATION:

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

|                     |     |
|---------------------|-----|
| Exercises           | 40% |
| Mid-term exam       | 20% |
| Final exam          | 30% |
| Class participation | 10% |

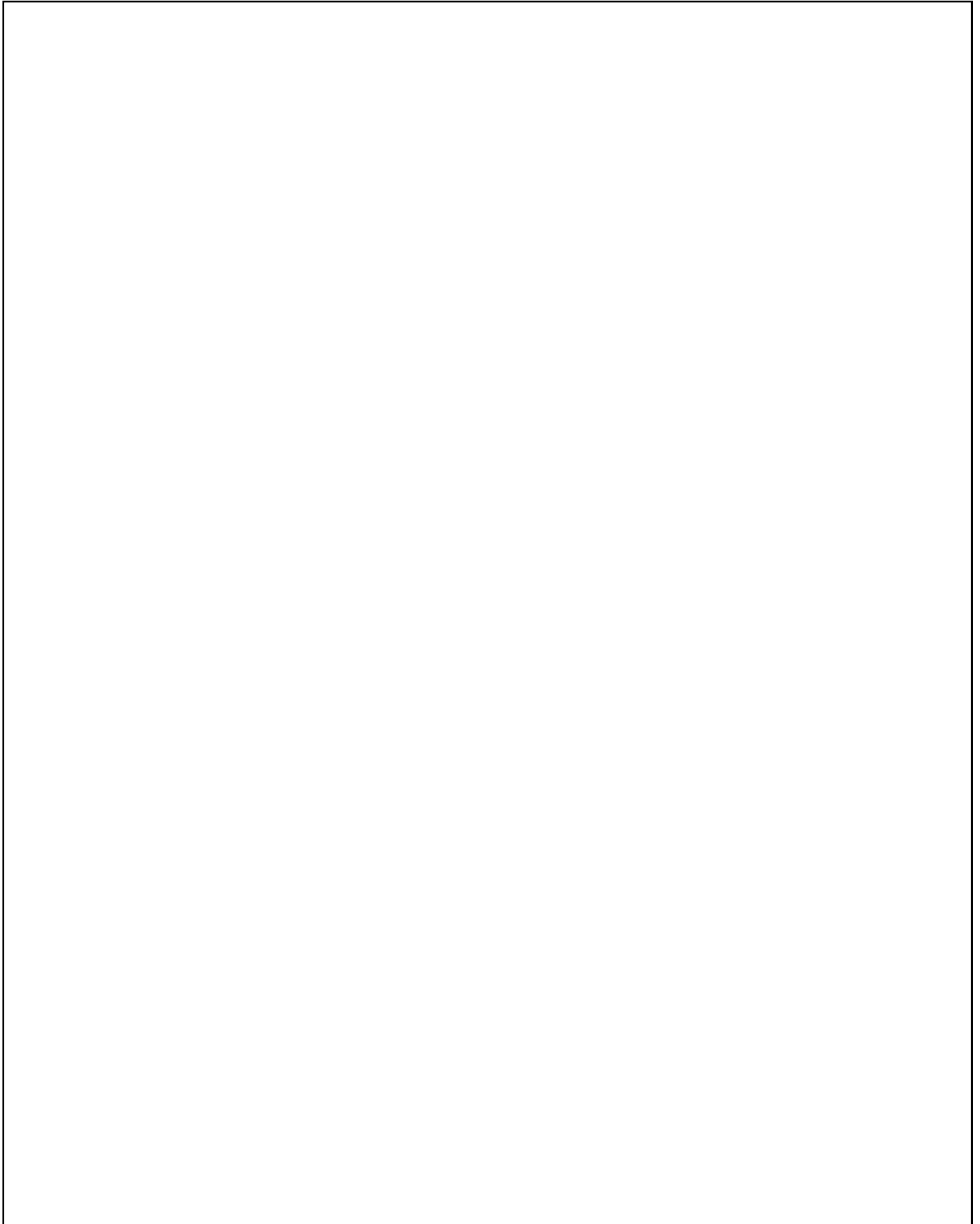
**FREN 420**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**COURSE CONTENT:**

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

| <b>French 420<br/>Weekly Content</b> | <b>Theory</b>                                                                                                                                                                               | <b>Practice</b>                                                                                                                                           | <b>Blackboard</b>                                                                         |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Week One                             | Basic Notions : Differences between French and English ; Translation tools (dictionaries; on-line terminology banks, etc.); Introduction to translation methodology and cognitive processes | Unilingual and bilingual dictionary exercises; examples of erroneous and unintentionally humorous translations on labels, ads, instructions, etc.         |                                                                                           |
| Week Two                             | What is a translation unit?                                                                                                                                                                 | Identifying translation units                                                                                                                             | Collaborative work on translation of a given text                                         |
| Week Three                           | Direct translations :<br><i>emprunts</i> /loanwords<br>; <i>calques</i> / loan translations                                                                                                 | Identifying loanwords and loan translations;                                                                                                              | Comparing Frédéric Beigbeder's "Windows on the World" and its translation                 |
| Week Four                            | Lexical and structural anglicisms and gallicisms ;<br>« faux amis »                                                                                                                         | Identifying anglicisms and gallicisms and correcting them; identifying "faux amis" and finding the correct translation; Individual translation to hand in |                                                                                           |
| Week Five                            | Indirect translations : What is transposition?                                                                                                                                              | Transposition exercises                                                                                                                                   |                                                                                           |
| Week Six                             | Indirect translations : What is modulation ?                                                                                                                                                | Modulation exercises                                                                                                                                      | Collaborative work on translating a text, using transposition and modulation techniques   |
| Week Seven                           | Indirect translations : What is equivalency                                                                                                                                                 | Equivalency exercises<br><b>Mid-term exam</b>                                                                                                             |                                                                                           |
| Week Eight                           | French – English :<br>Reduction                                                                                                                                                             | Translating a text from French – English ; reducing the number of words<br>Individual translation to hand in                                              | Collaborative translation; reducing the English text                                      |
| Week Nine                            | English – French :<br>Expansion                                                                                                                                                             | Translating a text from English – French :<br>expanding the number of words                                                                               | <b>Comparison of Charles Baudelaire's translation of Edgar Allan Poe's "Le Chat Noir"</b> |
| Week 10                              | Translation challenges :<br>Aesthetic                                                                                                                                                       | Comparing a translation of Cyrano de Bergerac with the original French text; Individual translation to hand in                                            | Collaborative work on translating Pauline Johnson's "Legends of Vancouver"                |
| Week 11                              | Translation challenges :<br>Register                                                                                                                                                        | Exercise on translating a text in the appropriate sociolinguistic register                                                                                | Collaborative work on a translation in a familiar register                                |
| Week 12                              | Translation challenges :<br>non-standard works – jargon, dialects, sociolects                                                                                                               | Identifying non-standard works ; Comparing an excerpt of a Michel Tremblay play and its translation                                                       | Collaborative work on a translation from <i>joual</i> (Quebec dialect)                    |
| Week 13                              | Translation challenges :puns; film sub-titles                                                                                                                                               | Study of translated puns; movie sub-titles; critique and suggested improvements                                                                           | Collaborative work in translating puns and sub-titles                                     |
| Week 14                              | Review for final exam ; Final translation to hand in<br>Final exam                                                                                                                          |                                                                                                                                                           |                                                                                           |



**Memo**

**To:** Amanda Grimson (UEC Assistant), Jacqueline Nolte (Dean, College of Arts), Cheryl Dahl (Program Development Coordinator)

**From:** Betty-Joan Traverse (Department Head, MOLA; Chair, French Major CWG)

**Date:** October 25<sup>th</sup>, 2012

**Subject:** Proposal for a new course – FREN 450/451/452: Special Topics in French

---

New course:

1. Rationale for new course  
**FREN 450, 451 and 452 are shell courses which will enable students to take courses at a partner francophone university and transfer the credits back to UFV. These courses are being created in order to facilitate immersion and study abroad experiences for students, which are an important component of the French Major.**
2. How new course fits into program(s)  
**Students will be permitted to register in a wide variety of courses at the partner institution, provided that the courses are equivalent in difficulty to our fourth-year French courses, and provided that they are different from those we offer here.**
3. If a new discipline designation is required, explain why.  
**n/a**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?  
**These courses will enable students to contribute regionally and globally, and to demonstrate knowledge of the country and the world. They will also enable the students to use the knowledge and skills they have acquired in their lower-level studies at UFV.**
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**No**
3. What consideration has been given to indigenizing the curriculum?  
**Since the partner institution will be responsible for the curriculum, it is not possible to ascertain if consideration will be given to indigenizing the curriculum for these courses.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **4 credits (in line with all other French upper-level courses)**
  - b. Class size limit **n/a – this course will be used as a shell for students to transfer study-abroad courses back to UFV.**
  - c. Frequency of offering **n/a – this course will be used as a shell for students to transfer study-abroad courses back to UFV.**



- d. Resources required (labs, equipment) **No extra resources required.**
5. If this course is not eligible for PLAR, explain why.  
**As this is a special topics course, there is no standard curriculum to measure prior learning.**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**n/a**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**Theoretically, this course will not cost UFV anything. Costs for students dependent on study-abroad arrangement.**

Comments at CWC:

- I have read this proposal and I have a question – will students completing any of the French programs (proposed major, extended minor, minor) be allowed to receive credit for all 3 courses in their Study Abroad experience, or will these be limited to 1 or 2 or ...?
- Our intention is for students to take courses at the fourth-year level at Laval, and theoretically they could transfer three of them into the new fourth-year shell courses we are creating. Since they would need to do 12 credits in order to qualify for the Student Exchange program, in which they would pay their tuition here instead of at Laval, it is certainly in their interest to take all three.
- Since the new shell-courses are at the fourth-year level and require a lot of pre-requisites, I don't think they could apply to the minor or extended minor.

Comments at CACC (Dec. 7):

- CACC recommended adding a generic non-content specific learning outcome that could be applied to all three courses. e.g: "Students will be able to demonstrate proficiency at the fourth year level in French language skills"



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: n/a  
 COURSE TO BE REVIEWED: March 2019  
*(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 |                                  |             |
| FREN 450                                                                                                                  | College of Arts/Modern Languages | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT               | UFV CREDITS |
| Special Topics in French I                                                                                                |                                  |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                  |             |

**CALENDAR DESCRIPTION:**

This course enables students to take and receive credit for a fourth year course in a francophone university. The topics will vary with the courses available at the partner institution. This course allows students to pursue advanced topics in French that are not offered in other fourth year UFV courses.

PREREQUISITES: FREN 319 and two other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course.  
 COREQUISITES: None.  
 PRE or COREQUISITES: None.

**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: \_\_\_\_\_ 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: \_\_\_\_\_  
 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): <u>Betty-Joan Traverse</u>    | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**FREN 450**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Students will be able to demonstrate proficiency at the fourth year level in the four areas of French language skills: reading, writing, speaking, and understanding.

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

**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): As this is a special topics course, there is no standard curriculum to measure prior learning.

**TEXTBOOKS, REFERENCES, MATERIALS:**

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

Students will be evaluated by the partner institution.

**COURSE CONTENT:**

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

Content will be determined by the topic chosen by the student in consultation with the department head. The course must be given entirely in French, be equivalent in difficulty to fourth year UFV courses, and involve a substantial amount of reading and critical writing. It must not cover topics covered in other fourth year French courses offered at UFV.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: n/a  
 COURSE TO BE REVIEWED: March 2019  
*(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 |                                  |             |
| FREN 451                                                                                                                  | College of Arts/Modern Languages | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT               | UFV CREDITS |
| Special Topics in French II                                                                                               |                                  |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                  |             |

**CALENDAR DESCRIPTION:**

This course enables students to take and receive credit for a fourth year course in a francophone university. The topics will vary with the courses available at the partner institution. This course allows students to pursue advanced topics in French that are not offered in other fourth year UFV courses.

PREREQUISITES: FREN 319 and two other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course.  
 COREQUISITES: None.  
 PRE or COREQUISITES: None.

**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: \_\_\_\_\_ 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: \_\_\_\_\_  
 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): <u>Betty-Joan Traverse</u>    | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**FREN 451**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Students will be able to demonstrate proficiency at the fourth year level in the four areas of French language skills: reading, writing, speaking, and understanding.

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

**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): As this is a special topics course, there is no standard curriculum to measure prior learning.

**TEXTBOOKS, REFERENCES, MATERIALS:**

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

Students will be evaluated by the partner institution.

**COURSE CONTENT:**

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

Content will be determined by the topic chosen by the student in consultation with the department head. The course must be given entirely in French, be equivalent in difficulty to fourth year UFV courses, and involve a substantial amount of reading and critical writing. It must not cover topics covered in other fourth year French courses offered at UFV.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: n/a  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                                  |             |
| FREN 452                                                                                                                  | College of Arts/Modern Languages | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT               | UFV CREDITS |
| Special Topics in French III                                                                                              |                                  |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                  |             |

**CALENDAR DESCRIPTION:**

This course enables students to take and receive credit for a fourth year course in a francophone university. The topics will vary with the courses available at the partner institution. This course allows students to pursue advanced topics in French that are not offered in other fourth year UFV courses.

PREREQUISITES: FREN 319 and two other 300-level FREN courses, and a written contract signed between student and department head before the student begins the course.  
 COREQUISITES: None.  
 PRE or COREQUISITES: None.

**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: \_\_\_\_\_ 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: \_\_\_\_\_  
 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): <u>Betty-Joan Traverse</u>    | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**FREN 452**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Students will be able to demonstrate proficiency at the fourth year level in the four areas of French language skills: reading, writing, speaking, and understanding.

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

**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): As this is a special topics course, there is no standard curriculum to measure prior learning.

**TEXTBOOKS, REFERENCES, MATERIALS:**

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

Students will be evaluated by the partner institution.

**COURSE CONTENT:**

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

Content will be determined by the topic chosen by the student in consultation with the department head. The course must be given entirely in French, be equivalent in difficulty to fourth year UFV courses, and involve a substantial amount of reading and critical writing. It must not cover topics covered in other fourth year French courses offered at UFV.

**Memo**

**To:** Amanda Grimson (UEC Assistant), Jacqueline Nolte (Dean, College of Arts), Cheryl Dahl (Program Development Coordinator)

**From:** Betty-Joan Traverse (Department Head, MOLA; Chair, French Major CWG)

**Date:** October 25, 2012

**Subject:** Proposal for Revision of FREN 330 – Introduction to French Linguistics; Renumbering to 430

---

Course revision:

1. Rationale for change:

**As we proceed to our French major, we have decided to elevate the current introductory French linguistics course to a fourth year level. Our majors will require a more in-depth study of linguistics which is currently provided by the current third-year course. (French330). Rather than developing an additional linguistics course which would require more funding, we intend to replace French 330 with a fourth year course, French 430, which will provide a more elevated study, and yet will not cost our department any more money.**

2. Summary of substantive changes:

**In raising the level to fourth year, we shall add a prerequisite of Linguistics 100 to French 430, which will cover the basic material taught at the beginning of French 330 (topics such as “what is linguistics and what constitutes its various branches”; “language origins and Indo-European”; “the scientific method”; “language in society: sociolects, dialects, idiolects”; “the importance of register”; “form and substance”; “synchronous and diachronous approaches”, and such) . We will focus on Phonetics, Phonology, grammatical morphology, derivational morphology, syntax, semantics, lexicology and the origins of French, but we will add components relating to transformational grammar and further develop study on the Vulgate and Old French, semantics and syntax to a more profound degree. We will also place more emphasis on teaching idiomatic expressions and the application of linguistics to teaching French, since many of our students wish to become French teachers themselves. In short, we will raise the level of the current course, French 330 by transferring some of the basic material to Linguistics 100 and adding more advanced topics for a more elevated study.**

Budget and Learning outcome Issues:

1. How does your course address the UFV Learning Outcomes?

**French 430 fits in well with UFV Learning Outcomes. In their study of French Applied linguistics, students will have to demonstrate their competency at information and analyze it critically and imaginatively. In order to pass the course, they will have to demonstrate their abilities to communicate effectively in French as well as a proficient usage of linguistic knowledge and skills. There will be many self-motivated and self-reflective learning activities during the course as well as group activities where they must demonstrate their skills at**



**working cooperatively. They must treat all participants with respect, and when they have completed their study of French Applied linguistics, they will acquire a fine appreciation of diversity. Because we study dialects in many regions of both Canada and the rest of the Francophone world in the course, their perspectives and world views will be greatly broadened.**

2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
**n/a**
3. What consideration has been given to indigenizing the curriculum?  
**As we present our material, we do make reference to Indigenous languages, particularly their phonology and syntax.**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: **4 credits (in line with all other French upper-level courses)**
  - b. Class size limit: **26 (MOLA standard class size)**
  - c. Frequency of offering: **probably every third semester**
  - d. Resources required (labs, equipment) **No additional resources required**
5. If this course is not eligible for PLAR, explain why.  
**It is highly doubtful that even native speakers will have achieved mastery over the course topics without completing courses in linguistics, in which case they could apply for transfer credit.**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
**n/a**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
**Same as French 330**

Comments at CWC:

- In the Calendar Description section, I think a word is missing in the first line – “Intended for those who wish **to** teach French ...”
- The prerequisites are stated somewhat awkwardly. I suggest something along the lines of “LING 101, FREN 319, and 2 other 300-level FREN courses”.

Comments at CACC (Dec. 7):

- Course content should have 1, 2, 3, and 4 removed from this section leaving just the week by week break down.
- Use similar verbs as previous new courses for 'prove' and 'show'



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| FREN 430                                                                                                                  | Modern Languages   | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| French Applied Linguistics                                                                                                |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Intended for those who wish to teach French or simply develop their knowledge of the structure and phonology of the French language, this course develops the student's knowledge of French linguistics. This course is designed to apply linguistic theory and practice to the effective acquisition and refinement of French syntax, phonology, morphology, and idiom. Students will also learn how to use linguistics as a pedagogical instrument to make teaching more efficacious.

Note: Students with credit for FREN 330 cannot take this course for further credit.

PREREQUISITES: LING 101, FREN 319, and two other 300-level FREN courses.  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: FREN 330  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: FREN 330 for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 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: 26  
 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): <u>Alan Cameron</u>           | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 23, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**FREN 430**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Demonstrate refined skills in both oral and written French, with an emphasis on linguistic theory and practice.
- Apply their knowledge of basic linguistics with a focus on the role of both socio- and psycholinguistics in second language acquisition.
- Demonstrate their knowledge of phonology, phonetics, the IPA (International Phonetic Alphabet), grammatical and derivational morphology, syntax, semantics, lexicology, the development of French from the Vulgate (including some texts in Old French), and transformational grammar.
- Apply their knowledge of applying linguistics to effective pedagogical practices.

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

Approximately one third to one half of class time will be devoted to lectures on linguistic theories with special attention given to applying these theories to both studying and teaching French. The rest of class time will be spent in group discussion of presentations made by students on specific linguistic topics and how to use them in the acquisition of language. All activities will be carried out in French.

## 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:]

*Carpe Linguam: Introduction à la linguistique française appliquée*, Alain Cameron, PhD UFV press 2013.

Plus the following reference materials: (These are some typical examples; others may be used.)

Arrivé, Michel, Gadet, Françoise & Galmiche, Michel (1986) *La grammaire d'aujourd'hui: Guide alphabétique de linguistique française*, Paris: Flammarion.

Champagne-Muzar, C. et Bourdages, Johanne S. (1993), *Le point sur la phonétique en didactique des langues*, CEC Québec.

Ducrot, Oswald & Todorov, Tzvetan (1972) *Dictionnaire encyclopédique des sciences du langage*, Paris: Seuil.

Germain, Claude, (1993), *Évolution de l'enseignement des langues: 5000 ans d'histoire*, Paris: CLE International.

Grevisse, M. (1986) *Le Bon usage* 12e édition refondue par A. Goose, Paris-Gembloux: Duculot.

Ligier, Françoise et Savoie (1986), *Didactique en questions, le point de vue de 22 spécialistes en français L2*, Les Éditions LA Lignée Inc.

Riegel, Martin, Pellat, J.C. & Rioul, R. (1994) *Grammaire méthodique du français*, Paris: PUF.

Robert, P. (2011) *Le nouveau Petit Robert: Dictionnaire alphabétique et analogique de la langue française*, Paris: Éditions du nouveau Littré.

## SUPPLIES / MATERIALS:

None

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

|                        |     |
|------------------------|-----|
| In-class presentation: | 20% |
| Homework assignments:  | 30% |
| Mid-term exam:         | 20% |
| Final exam:            | 20% |
| Class participation:   | 10% |

**FREN 430**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

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

Weekly schedule:

- Weeks 1 and 2: Review of fundamentals: linguistic science and its branches; Indo-European, the scientific method, linguistic corpi, language in society, language over time
- Weeks 3 and 4: Phonetics and Phonology: spelling and pronunciation, the sounds of French, the IPA, transcriptions, vowels, consonants and semi-vowels, phonetic variations, oppositions and minimal pairs, distinctive traits, assimilation, *enchaînement*, *liaison*, accent, intonation
- Week 5: Grammatical morphology: criteria and classification of morphemes, verbal, nominal, adjectival and adverbial morphology
- Week 6: Review and mid-term exam
- Week 7: Derivational morphology: allomorphs, prefixes, suffixes, other processes
- Week 8: Syntactic structures: sentence and phrase structure, syntagms, syntactic trees, complex sentences
- Week 9: Syntax and transformational grammar: more on sentence structure, nominal and adjectival transformations
- Week 10: Transformational grammar: verbal transformations: person, gender, number, mood, voice and tense
- Week 11: Semantics: componential analysis, polysemics, homonyms, synonyms, antonyms, hyponyms, presuppositions, maxims of conversation
- Week 12: The development of Modern French: Latin, the vulgate, morphology and syntax of Old French
- Week 13: Lexicology and review: lexical systems and variations, argument structures, borrowings, homophones

**Memo**

To: **Amanda Grimson, Jacqueline Nolte, Cheryl Dahl**

From: **Joe Sunami**

Date: **November 26<sup>th</sup>, 2012**

Subject: **Proposal for a new course – JAPN 103**

A. New course: **JAPN 103 – Japanese Study Tour: Language and Culture**

1. Rationale for new course

**This course offers students an introduction to Japanese language and culture by means of a study tour. It is a one-semester course which includes a 2 to 3 week study tour experience. The tour visits some major Japanese cities: Tokyo, Kyoto, and Hiroshima.**

2. How new course fits into program(s)

**The language component of JAPN 103 is complimentary to JAPN 101.**

3. If a new discipline designation is required, explain why.

**n/a**

B. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?

**The students will become more aware of diverse peoples and the environment in the world. This course offers the students an opportunity to train the cultural and linguistic skills to communicate in a global, multi-lingual environment.**

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

**No**

3. What consideration has been given to indigenizing the curriculum? **As we present course material, we do make reference to Indigenous languages, particularly their phonology and syntax.**

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

a. Credit value **3 credits**

b. Class size limit **15**

c. Frequency of offering **Every two years**

d. Resources required (labs, equipment) **Regular requirements for international travel, as well as a good notebook, a camera and a good pair of shoes**

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

**n/a**

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

**Yes – funding recently approved for Summer 2013 study tour.**

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

**Credit student staying at homestay or dormitory in Tokyo: \$3,836.57**

**Credit student staying at hotel in Tokyo: \$4,586.37**

**Non-credit student staying at homestay or dormitory in Tokyo: \$3,700.00**

**Non-credit student staying at hotel in Tokyo: \$4,450.00**

**Price includes:**

- **Tuition for credit student/ Educational Fee for non-credit student**
- **Return Airfare and airport shuttle in Tokyo**
- **Accommodation in Tokyo (homestay, dormitory, or hotel in Tama-Center area)**
- **Transportation and accommodation on Hiroshima/ Kyoto Trip**
- **Entrance Fees for museum and shrine/ Tour bus in Kyoto**

Comments at CWC:

- It might not be possible, but if JAPN 101 could be viewed as complementary rather than overlapping, JAPN 103 could more readily draw from those students who've already taken JAPN 101.
- In the Calendar Description, it might make sense to write, "The tour visits major Japanese cities such as Tokyo, Kyoto, and Hiroshima" in case the itinerary changes for subsequent study tours (although you could probably just update the Calendar Description should such changes occur).

Course outline has been revised according to the comments above. Specific cities have been removed from the Calendar Description to better accommodate any future study tours.

Comments at CACC (Dec. 7):

- There is discrepancy between the rationale and the course outline for JAPN 103. CACC members have asked that the rationale be changed to match the course outline, and to ensure that program requirements will be adjusted to allow students who have taken JAPN 101 to also take JAPN 103 for credit.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: May 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| JAPN 103                                                                                                                  | Modern Languages   | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Japanese Study Tour: Language and Culture                                                                                 |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course offers students an introduction to Japanese language and culture by means of a study tour. It is a one-semester course which includes a two to three week study tour experience. The tour visits major Japanese cities. The field experience will be preceded by lectures and tests. Discussions and lectures will continue during the study tour. Periodic field journal notes are required and a term paper will be due on the last day of the course.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES: None

**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: 5 Hrs  
 Seminar: 10 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 30 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 15  
 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): <u>Joe Sunami</u>             | Date approved: <u>August 2012</u>         |
| Department Head: <u>Betty-Joan Traverse</u>       | Date of meeting: <u>November 30, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>       |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>       |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u>  |
| Undergraduate Education Committee (UEC) approval  |                                           |

**JAPN 103**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate fundamental knowledge of grammar and basic vocabulary of the Japanese language.
- Use and understand basic commands of spoken Japanese in real life situations.
- Communicate in a culturally appropriate manner.
- Demonstrate basic knowledge of Japanese geography, history, religions, and economy.
- Understand basic Japanese customs, manners, common beliefs, and behavioral patterns.
- Identify and appreciate the mix of modernity and tradition in the Japanese society and recognize its uniqueness.
- Analyze and connect observations of contemporary Japan with its history and background.
- Use their intensive experience in Japan towards developing further studies and career possibilities.

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

Field trips, lectures, discussions, writing, readings, and short tests.

**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:]*

Banno, Eri. **Genki I An Integrated Course in Elementary Japanese, Second Edition**. Japan Times. 2011

Sugimoto, Yoshio. **The Cambridge Companion to Modern Japanese Culture**, Cambridge. 2009

**SUPPLIES / MATERIALS:**

Regular requirements for international travel, as well as a good notebook, a camera and a good pair of shoes.

**STUDENT EVALUATION:**

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

|                |     |
|----------------|-----|
| Participation  | 20% |
| Short tests    | 40% |
| Field journals | 20% |
| Theme paper    | 20% |

**COURSE CONTENT:**

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

**Sample schedule for 7 week intensive semester:**

Week 1: Noun sentence, Japanese sound system and Hiragana; Japanese Customs and Manners

Week 2: Particles, Question Words, Numbers, Katakana; Japanese Geography and History

Week 3: Verb sentence, Frequency Adverbs, Introduction to Kanji; Japanese Economy and Industries

Week 4: Departure to Tokyo

Week 5: Lectures at a partner school in Japan and field assignments

Week 6: Trip to Kyoto and Hiroshima

Week 7: Trips in Tokyo and Returning to Vancouver



**Memo**

**To:** Jacqueline Nolte Dean, College of Arts

**From:** Zoe Dennison Psychology Department Head

**Date:** September 18/12

**Subject:** Proposal for a new course (PSYC 309 Introduction to the Psychology of Music)

**Rationale:** Introduction to the Psychology of Music began as a Special Topics course at the 200 level, 200R.

The 200 level Special Topics courses were created to provide faculty with a place to offer topics of interest to a multidisciplinary variety of students on a flexible basis. They have been very popular electives over the years, and as we are up to 'R', you can see there have been many of them. Some of the courses initially offered in this fashion have gone on to become specific upper level psychology courses, such as Evolutionary Psychology. However, in addition to students from other disciplines, many psychology students also take these courses, and then discover that the course does not 'count' towards their psychology major or extended minor. This has been particularly true of Psyc 200R Introduction to the Psychology of Music, as it is of great interest to psychology students and it works well with every other topic specialization we have. Over iterations of the course, it also became clear to me that the 200 general format was also a problem for the course design and material. Students only needed Psychology 101 as a prerequisite, so while some were upper level psychology students with excellent university skills, others were very early on in their university studies and took the course because of the interesting content, but struggled with reading the detailed research articles and texts in this field as they had not yet developed those skills.

By moving the course to a third year level and slightly changing the prerequisites to include the second half of Introductory Psychology 102, as well as intermediate standing (handled by requiring 45 university-level credits), both problems are solved.

Psychology program students who take the course can now count it as part of their upper level credits for any of our programs (extended minor, major, honours). The change in prerequisites is not onerous or unusual (it is common to take both 101 and 102), so that students from other BA disciplines who are interested in taking courses in music can still take this course as part of their currently informal specialization. At some point in the future, if interest in the music certificate or other type of music program arises, this course is still a suitable component.

In terms of budget, this is a positive move. As a department, we can no longer afford to offer courses that are for interest only. The resources that would have gone to a general elective, the 200 level special topics, are now directed towards a course that satisfies program requirements and provides increased options for upper level students both within and without the psychology program. The PSYC 200R course has been offered once per year, and the same schedule is planned for PSYC 309.

The department has discussed this change, and looked at the official course outline, and approved both.

CWC Comments:

**From:** Elaine Harris  
**Sent:** Thursday, November 01, 2012 11:59 AM  
**To:** Amanda Grimson; Samantha Pattridge  
**Cc:** Tracy Porter  
**Subject:** RE: [CWC] Regularization of a Special Topics Course - PSYC 309

Hi

I have no concerns.

Elaine

\*\*\*\*\*

Thanks Zoe, this is what I thought. However, I needed to ask because I do not want to make an incorrect assumption.

Rhonda

**From:** Zoe Dennison  
**Sent:** Thursday, October 25, 2012 11:53 AM  
**To:** Rhonda Colwell; cwconsult; Tracy Porter  
**Cc:** Amanda Grimson  
**Subject:** RE: [CWC] Regularization of a Special Topics Course - PSYC 309

Hi Rhonda,  
Thanks for the clarification. The intention is "45 university-level credits to include PSYC 101 and PSYC 102".  
I'll change the wording to make that clear.  
Zoe

---

**From:** Rhonda Colwell  
**Sent:** October 25, 2012 11:20 AM  
**To:** cwconsult; Tracy Porter  
**Cc:** Amanda Grimson; Zoe Dennison  
**Subject:** RE: [CWC] Regularization of a Special Topics Course - PSYC 309

I have read this proposal and I have a question about the prereqs.

Do you want students to have a total of 51 credits completed with PSYC 101 and PSYC 102 included in this total? Or, do you want something similar to upper-level SOC courses? - "45 university-level credits to include PSYC 101 and PSYC 102".

Rhonda

\*\*\*\*\*  
\*\*\*\*\*  
\*\*\*\*\*

Hi Zoe!

I'm glad to learn that this course is being regularized, something that my students in MACS/MUSC 201 Music and Society I should be interesting in learning about. On the topic of the psychology of music, I've personally enjoyed *This Is Your Brain on Music* by Daniel J. Levitin as an accessible introduction to relevant themes. You might get comments about the verbs chosen for the learning outcomes (I think "understand" is not allowed), but otherwise the outline looks good to me.

Éric Spalding

**From:** Tracy Porter  
**Sent:** Thursday, October 18, 2012 9:29 AM  
**To:** Amanda Grimson  
**Subject:** Regularization of a Special Topics Course - PSYC 309

Please see attachments.

~Tracy



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: January 2013  
 COURSE REVISED IMPLEMENTATION DATE: May 2013  
 COURSE TO BE REVIEWED: May 2019  
 (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

|                                         |                    |             |
|-----------------------------------------|--------------------|-------------|
| PSYC 309                                | Arts/Psychology    | 3           |
| COURSE NAME/NUMBER                      | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to the Psychology of Music |                    |             |
| COURSE DESCRIPTIVE TITLE                |                    |             |

**CALENDAR DESCRIPTION:**

An interdisciplinary introduction to research in the psychology of music, including the physical, perceptual, cognitive, social, and emotional properties of music; music processing in the brain; the evolution of music, learning, and memory in music; and development of music perception and production. A basic understanding of music may be helpful, but is not required.

Note: Students with credit for PSYC 200R cannot take this course for further credit.

PREREQUISITES: 45 university-level credits including PSYC 101 and 102.  
 COREQUISITES:  
 PRE or COREQUISITES:

|                                                       |                                                |
|-------------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                          | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>PSYC 200R</u>                        |                                                |
| (b) Cross-listed with:                                |                                                |
| (c) Cannot take: <u>PSYC 200R</u> for further credit. |                                                |

|                                                  |                                                         |
|--------------------------------------------------|---------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u>           | <b>TRAINING DAY-BASED INSTRUCTION:</b>                  |
| <b>STRUCTURE OF HOURS:</b>                       | Length of course: _____                                 |
| Lectures: <u>30</u> Hrs                          | Hours per day: _____                                    |
| Seminar: <u>10</u> Hrs                           |                                                         |
| Laboratory: _____ Hrs                            |                                                         |
| Field experience: _____ Hrs                      |                                                         |
| Student directed learning: _____ Hrs             |                                                         |
| Other (specify): In class particip. <u>5</u> Hrs |                                                         |
| voice and percussion _____ Hrs                   |                                                         |
|                                                  | <b>OTHER:</b>                                           |
|                                                  | Maximum enrolment: <u>25</u>                            |
|                                                  | Expected frequency of course offerings: <u>Annually</u> |
|                                                  | (every semester, annually, every other year, etc.)      |

|                                                                                 |                                         |                             |
|---------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes            | <input type="checkbox"/> No |

|                                                   |                                          |
|---------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Dr. Zoe Dennison</u>       | Date approved: <u>October 2012</u>       |
| Department Head: <u>Dr. Zoe Dennison</u>          | Date of meeting: <u>October 26, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                          |

**PSYC 309  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- identify and understand the research methods and design issues in the psychology of music
- identify and understand the main components of music perception and production
- outline the main areas of research and summarize the current results in the psychology of music
- articulate current debates in the field such as evolution and music, cross cultural universals, and relationship between music and emotion
- discuss the process of thinking critically about claims in the media for the benefits and dangers of various forms of music

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

This course may be offered as a hybrid (mixed classroom and online delivery) or as an online course.

For the hybrid course, the classroom time is primarily lecture. In addition, there will be 3-5 guests during the term. Some guests will lecture, but at least 2 will provide a participatory experience where students will have an opportunity for hands on learning about voice, pitch, rhythm and percussion. The online component will consist of support materials, discussions (in a seminar style of reading and discussing), and evaluations such as assignments, student presentations, quizzes, and exams.

For the online course, the participatory component will be arranged at flexible times for local students and by using other community resources (such as performances, drum circles, etc.) for distance students. Videos of guest speakers will also be used.

**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:]

Psychology of Music: From Sound to Significance, By Siu-Lan Tan, Peter Pfordresher, Rom Harré, 2010, Psychology Press.

Music, Thought, and Feeling: Understanding the Psychology of Music, by William Forde Thompson, 2008, Oxford University Press.

Additional readings are also required, for example:

Blood, A. & Zatorre, R. J. (2001). Intensely pleasurable responses to music correlate with activity in brain regions implicated in reward and emotion. *Proceedings of the National Academy of Sciences*, 98, 11818 – 11823.

Dibben, N. (2002). Gender Identity and Music. In Raymond A. R., MacDonald, David J Hargreaves, and Dorothy Miell, (eds.) *Musical Identities*. 117 – 133.

Freeman, W. J. (2000). A neurobiological role of music in social bonding. In N. Wallin, B. Merker, S. Brown (eds). *The Origins of Music*. Cambridge, M.A.: MIT Press.

Huron, D. (2001). Is music an evolutionary adaptation? *Annals of the New York Academy of Sciences*, 930, 43-61.

North, A. C., Hargreaves, D. J., Hargreaves, J. J. (2004). Uses of music in everyday life. *Music Perception*, 22, 41 – 77.

Shulkind, M. D., Hennis, L. K., & Rubin, D. C. (1999). Music, emotion, and autobiographical memory: They're playing your song. *Memory and Cognition*, 27, 948-955.

Whipple, J. (2004). Music in intervention for children and adolescents with autism: a meta-analysis. *Journal of Music Therapy*, 41, 90 – 105.

**SUPPLIES / MATERIALS:**

None.

**PSYC 309**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]***Example One:**

|                                  |                                                                        |
|----------------------------------|------------------------------------------------------------------------|
| Midterm                          | 20% (written online)                                                   |
| Online discussions               | 35% (includes short research assignments; 7 modules at 5%)             |
| In class or online presentation  | 10%                                                                    |
| Participation reports (2 @ 2.5%) | 5%                                                                     |
| Final exam                       | 30% (written in a UFV computer lab or proctored for distance students) |

**Example Two:**

|                                 |                                                                        |
|---------------------------------|------------------------------------------------------------------------|
| Module quizzes                  | 20% (written online)                                                   |
| Online discussions              | 25% (includes short research assignments; 7 modules at 5%)             |
| In class or online presentation | 20%                                                                    |
| Final exam                      | 35% (written in a UFV computer lab or proctored for distance students) |

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

- Week 1: Introduction to the Psychology of Music, Research Methods and Design Issues
- Week 2: Sound (Stimulus) and Brain (Perception), Psychoacoustics,
- Week 3: Foundations: Pitch, melody, rhythm
- Week 4: Neuropsychology; Evolution and Music
- Week 5: Cognition: Perception and production of musical structure
- Week 6: Cross cultural study of music, Cognitive universals
- Week 7: Development of music perception and production (guest speaker)
- Week 8: Emotion, meaning and preference
- Week 9: Music and Health Psychology; Voice, Pitch, Scales and Modes (guest speaker: participatory exercise)
- Week 10: Music and Social Psychology; Gendered Music
- Week 11: Music Therapy (guest speaker)
- Week 12: Music and Manipulation: 3 Cases
- Week 13: Conclusions; Drumming and Rhythm (guest speaker: participatory exercise)

**Memo**

**To:** Campus Wide Consultation

**From:** Sven Van de Wetering , Psychology Department

**Date:** November 27/2012

**Subject:** Proposal for PSYC 364 – Changing PSYC 264 into a third year course

**Rationale:** Psychology 264 (Environmental Psychology) was recently created with the intention of acting as a service course for the future Environmental Studies program. However, because the course seats many students, and the Environmental Studies program is not yet up and running, a large proportion of students taking the course are current or not yet declared psychology majors. Unfortunately, the course does not “count” toward their psychology degree, because they do not need the second year credits, and the course is not a prerequisite for any upper level courses. Accordingly, it would be helpful for those students if the course were a third-year course, where it would be helpful to them as three upper-level credits.

Teaching the course as a third year would also have pedagogical advantages. Many of the issues addressed in the course are complex, and both the third year status of the course and the added prerequisites (30 completed credits including Psychology 101 and 102) better reflect the level of intellectual sophistication required by students to deal with this material.

Psychology program students who take the course can now count it as part of their upper level credits for any of our programs (extended minor, major, honours). The change in prerequisites is not onerous or unusual (it is common to take both 101 and 102), so that students from other BA disciplines who are interested in taking courses in environmental disciplines can still take this course as part of their currently informal specialization. If and when the Environmental Studies program starts to function, an alternative prerequisite of second year status in that program can easily be added.

In terms of budget, this is a positive move. As a department, we can no longer afford to offer courses that are for interest only. The resources that would have gone to a general elective, the 200 level environmental psychology, are now directed towards a course that satisfies program requirements and provides increased options for upper level students both within and without the psychology program.

The department has discussed this change, and looked at the official course outline, and approved both.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| PSYC 364                                                                                                                  | Psychology         | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Environmental Psychology                                                                                                  |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Environmental problems are widespread and, in many cases, growing in severity. Though many technological fixes have been and are being proposed, it is likely that substantial changes in people's behavior will also be needed to deal with those problems. This course attempts to survey what is known about the roots of various behaviours that have environmental impacts, and attempts to outline how we can change environmentally relevant behaviours, both our own and those of other people. This course also examines impacts of a variety of environmental variables on human psychological functioning.

Note: Students with credit for PSYC 200Q or PSYC 264 cannot take this course for further credit.

PREREQUISITES: 24 university-level credits; PSYC 101 and 102 are recommended.  
 Note: As of September 2014, prerequisites will change to the following: 30 university-level credits including PSYC 101 and 102.

COREQUISITES:  
 PRE or COREQUISITES:

|                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>               | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: <u>PSYC 264, PSYC 200Q</u>   | <u>EVST</u>                                    |
| (b) Cross-listed with: _____               | _____                                          |
| (c) Cannot take: _____ for further credit. | _____                                          |

|                                        |                                                       |
|----------------------------------------|-------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                               |
| Lectures: <u>30</u> Hrs                | Hours per day: _____                                  |
| Seminar: <u>15</u> Hrs                 |                                                       |
| Laboratory: _____ Hrs                  |                                                       |
| Field experience: _____ Hrs            | <b>OTHER:</b>                                         |
| Student directed learning: _____ Hrs   | Maximum enrolment: <u>36</u>                          |
| Other (specify): _____ Hrs             | Expected frequency of course offerings: <u>Yearly</u> |
|                                        | (every semester, annually, every other year, etc.)    |

|                                                                                 |                              |                                        |
|---------------------------------------------------------------------------------|------------------------------|----------------------------------------|
| <b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>            | <input type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b> | <input type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>                          | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

|                                                   |                                          |
|---------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Sven Van de Wetering</u>   | Date approved: <u>November 2012</u>      |
| Department Head: <u>Zoe Dennison</u>              | Date of meeting: <u>December 7, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>January 18, 2013</u>   |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>January 18, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                          |



**PSYC 264**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Name ten major environmental problems and describe some human behaviours that contribute to each one.
- Describe how attitudes, norms, situational constraints, cognitive constraints, motivations, learning, and personality factors contribute to those behaviours.
- Evaluate strategies to change those behaviours.
- Devise ways they can exert a social and political influence in the direction of environmentally responsible policies.

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

This course will make use of a mixture of formal lecturing, and in-class discussion

**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:]*

This course will likely make use of multiple sources, possibly including:

Garner, G.T. & Stern, P.C. (2002). Environmental Problems and Human Behaviour (2<sup>nd</sup> ed.). Boston: Pearson  
Koger, S.M. & Winter, D.D.N. (2010). The Psychology of Environmental Problems.

**SUPPLIES / MATERIALS:**

None

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

|                    |     |
|--------------------|-----|
| Midterm exam       | 30% |
| Final exam         | 35% |
| Class presentation | 5%  |
| Two quizzes        | 10% |
| Major paper        | 20% |

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

**Tentative Outline of Topics**

| <b>Lectures</b> | <b>Topic</b>                            | <b>Text Reading</b> |
|-----------------|-----------------------------------------|---------------------|
| Week 1          | Introduction                            | Chapter 1           |
| Week 2          | Environmental effects on people         | To be supplied      |
| Week 3          | Tragedies of the commons                | Chapter 2           |
| Week 4          | Religious and moral approaches          | Chapter 3           |
| Week 5          | Educational interventions               | Chapter 4           |
| Week 6          | Incentives                              | Chapter 5           |
|                 | MIDTERM EXAM                            |                     |
| Week 7          | Community management of the commons     | Chapters 6, 7       |
| Week 8          | Our psychological heritage              | Chapter 8           |
| Week 9          | Perceptual and cognitive processes      | Chapter 9           |
| Week 10         | Points of intervention                  | Chapter 10          |
| Week 11         | Human interactions with complex systems | Chapters 11, 12     |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2014  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| PSYC 364                                                                                                                  | Psychology         | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Environmental Psychology                                                                                                  |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

Environmental problems are widespread and, in many cases, growing in severity. Though many technological fixes have been and are being proposed, it is likely that substantial changes in people's behavior will also be needed to deal with those problems. This course attempts to survey what is known about the roots of various behaviours that have environmental impacts, and attempts to outline how we can change environmentally relevant behaviours, both our own and those of other people. This course also examines impacts of a variety of environmental variables on human psychological functioning.

Note: Students with credit for PSYC 200Q or PSYC 264 cannot take this course for further credit.

PREREQUISITES: 30 university-level credits including PSYC 101 and 102.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: PSYC 264, PSYC 200Q  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
EVST

**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: 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): <u>Sven Van de Wetering</u>   | Date approved: <u>November 2012</u>      |
| Department Head: <u>Zoe Dennison</u>              | Date of meeting: <u>December 7, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>January 18, 2013</u>   |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>January 18, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                          |

**PSYC 264**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Name ten major environmental problems and describe some human behaviours that contribute to each one.
- Describe how attitudes, norms, situational constraints, cognitive constraints, motivations, learning, and personality factors contribute to those behaviours.
- Evaluate strategies to change those behaviours.
- Devise ways they can exert a social and political influence in the direction of environmentally responsible policies.

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

This course will make use of a mixture of formal lecturing, and in-class discussion

**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:]*

This course will likely make use of multiple sources, possibly including:

Garner, G.T. & Stern, P.C. (2002). Environmental Problems and Human Behaviour (2<sup>nd</sup> ed.). Boston: Pearson  
Koger, S.M. & Winter, D.D.N. (2010). The Psychology of Environmental Problems.

**SUPPLIES / MATERIALS:**

None

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

|                    |     |
|--------------------|-----|
| Midterm exam       | 30% |
| Final exam         | 35% |
| Class presentation | 5%  |
| Two quizzes        | 10% |
| Major paper        | 20% |

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

**Tentative Outline of Topics**

| <b>Lectures</b> | <b>Topic</b>                            | <b>Text Reading</b> |
|-----------------|-----------------------------------------|---------------------|
| Week 1          | Introduction                            | Chapter 1           |
| Week 2          | Environmental effects on people         | To be supplied      |
| Week 3          | Tragedies of the commons                | Chapter 2           |
| Week 4          | Religious and moral approaches          | Chapter 3           |
| Week 5          | Educational interventions               | Chapter 4           |
| Week 6          | Incentives                              | Chapter 5           |
|                 | MIDTERM EXAM                            |                     |
| Week 7          | Community management of the commons     | Chapters 6, 7       |
| Week 8          | Our psychological heritage              | Chapter 8           |
| Week 9          | Perceptual and cognitive processes      | Chapter 9           |
| Week 10         | Points of intervention                  | Chapter 10          |
| Week 11         | Human interactions with complex systems | Chapters 11, 12     |

**Memo**

To: Tetsuomi Anzai, Chair, College of Arts Curriculum Committee

From: Bruce Kirkley, Department Head, Theatre

Date: 27 November 2012

Subject: New Course: THEA 220 Stage Management for Live Events

1. Rationale for new course: A course in production management will help to round out the department's course offerings, which currently include courses in acting, technical theatre, design, directing and theatre studies, but lack a substantial course in production management, one of the key areas of theatre production. The course will appeal to students planning professional careers in theatre, film, television and digital media, but will also benefit all students interested in learning how to manage creative teams effectively, develop more advanced skills in organizational communication, respond effectively to high pressure deadlines, solve problems on their feet, resolve conflicts, handle emergencies, and model professionalism.
2. How new course fits into program: As identified above, a course in production management will fill a significant gap in the department's course offerings. Developing a course in production management was identified in the department's program review as an area needing attention. The course will be offered at the 200-level to provide the logical next step for students who have completed 100-level technical theatre courses. It will also provide much needed instruction for students as they progress toward stage manager positions in the department's upper level practicum courses THEA 399 and 499. The course will be offered every other year, alternating with THEA 215 Introduction to Voice.

3. Budget and Learning outcome Issues

- a. How does your course address the UFV Learning Outcomes?

Some key ones would include: demonstrate respect for diverse peoples; contribute actively as a local and global citizen through cultural production; apply analytical and technical skills in decision-making and problem-solving; develop creative skills; find, evaluate and effectively use relevant information from a variety of sources; communicate effectively and respectfully to diverse audiences; use self-reflection for personal and professional growth; demonstrate knowledge and skills acquired in studies; engage in collaborative and professional practice.

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

This course is not required by any programs beyond the discipline; however, it will contribute productively to the objectives of the proposed Bachelor of Media Arts .

- c. What consideration has been given to indigenizing the curriculum?

Every student is welcome and belongs in this course. Through its annual season of theatre and hosting of special events, including visits by prominent First Nations creative artists, the department plays an integral role in developing awareness of indigenous culture and issues. This course supports these activities.

- d. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- i. Credit value: three credits have been assigned
- ii. Class size limit: the course will have a class size maximum of 20 students, which is a standard class size for a studio course at this level
- iii. Frequency of offering: the course will be offered every other year, alternating with THEA 215 Introduction to Voice, which is currently being offered every year; consequently, the implementation of this course will not have any budgetary impact
- iv. Resources required (labs, equipment): students will participate in production labs which do not require any special resources or equipment beyond what is already available in the department.

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

This course is eligible for PLAR.

- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Field trips may be required on occasion, depending on the instructor. Such trips will normally take place during regular class times, and will either be no cost, or funded through reasonable cost recovery charges to students with additional support from the department's honorarium budget, if needed.

- g. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

Costs for textbooks and materials for this course could range from \$75-150.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                                  |             |
|--------------------|----------------------------------|-------------|
| THEA 220           | Theatre                          | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT               | UFV CREDITS |
|                    | Stage Management for Live Events |             |
|                    | COURSE DESCRIPTIVE TITLE         |             |

**CALENDAR DESCRIPTION:**

This course teaches the concepts and skills needed to manage collaborative arts projects, with particular emphasis on the management of live production events. Students will learn the organizational and communication skills required to support creative teams and manage creative activity throughout the production process, from pre-production planning, through rehearsal and performance, to post-production. Students will develop practical knowledge and skill through participation in production labs.

PREREQUISITES: One of the following: THEA 121, THEA 123, nine lower-level credits in Theatre, or 30 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: 15 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 15 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Studio 30 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): <u>Bruce Kirkley</u>          | Date approved: <u>November 2012</u>      |
| Department Head: <u>Bruce Kirkley</u>             | Date of meeting: <u>December 7, 2012</u> |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>December 2012</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>December 2012</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                          |

**THEA 220**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Outline the organizational structures of a range of performing arts companies and production teams, from non-profit companies to regional theatres to large commercial houses;
- Differentiate the roles, responsibilities and relationships of all creative and technical team members in performing arts projects;
- Explain the roles and responsibilities of the production manager, stage manager and assistant stage managers in professional production contexts;
- Apply the fundamental skills and techniques of production management from pre-production planning and auditions, through rehearsals and performances, to post-production;
- Organize people and tasks to support an effective and efficient collaborative process;
- Communicate information in clear, timely and precise ways to various personnel across multiple production departments;
- Maintain concise and accurate records of production meetings and rehearsals;
- Support the creative and technical work of a diverse community of theatre artists and practitioners;
- Model and maintain standard practices of theatre etiquette and production teamwork;
- Guide production personnel to follow safe practices in theatre according to Actsafe production guidelines (<http://www.actsafe.ca/>);
- Respond effectively to solve problems, resolve conflicts and handle emergencies through the use of sound critical reasoning and judgment.

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

Lecture, discussion, practical exercises, production lab projects, guest speakers

**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:]

Fazio, Larry. *Stage Manager: The Professional Experience*. Burlington, MA: Focal Press, 2000.  
 Kelly, Thomas A. *The Backstage Guide to Stage Management*. 3<sup>rd</sup> Edition. New York: Random House, 2009.  
 Morgan, Winston. *Stage Managing the Arts in Canada*. Toronto: SM Arts, 2002.  
 Pallin, Gail. *Stage Management: The Essential Handbook*. 2<sup>nd</sup> Edition. London: Nick Hern, 2011.  
 Schneider, Doris. *The Art and Craft of Stage Management*. Fort Worth: Harcourt Brace College Publishers, 1997.  
 Selected plays and readings: these will vary from year to year and will be chosen to complement the department's season of theatre.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Reading journal        | 20% |
| Property cue sheet     | 10% |
| Costume plot           | 10% |
| Set running list       | 10% |
| Prompt book            | 25% |
| Lab project and report | 25% |

**THEA 220**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****COURSE CONTENT:**

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

Week 1: Course Introduction

Week 2: Managing Collaborative Projects:

Understanding collaborative creative processes and the role of production and stage management

Week 3: Production Organization:

Performing Arts Organizational Structures: Non-Profits, Regional Companies, Commercial Houses, Festivals

Week 4: The Creative Team: Working with Directors, Designers, and Performers

Week 5: Managing Teams:

Project Organization; Team-building; Understanding Needs; Supporting Creative Collaboration

Week 6: Pre-production: Research, Planning, Organization, Auditions, Casting

Week 7: Rehearsals:

Rehearsal Rules and Etiquette

Production Team, Production Meetings and Lines of Communication

Equity Guidelines and Professional Practice

Week 8: Managing Rehearsals:

Prompt Book Organization; Blocking Notation; Production Notes; Rehearsal Costumes, Props and Set

Week 9: Managing Rehearsals:

Prompting; Costume, Props and Set Plots; Rehearsal Cues and Timing

Week 10: Technical and Dress Rehearsal Preparation:

Paper Tech; Costume Parade; Hang and Focus; Light and Sound Cuing; Dry Tech

Week 11: Technical and Dress Rehearsals:

Integrating Technical Crew and Performers; Performance Checklist; Cast and Crew Calls; Headset communication; Problem-solving

Week 12: Performances:

Pre-show Checklists and Procedures; Front of House Procedures; Audience Safety; Emergency Procedures; Backstage Etiquette; Calling the Show

Week 13: Performances and Post-Production:

Maintaining the Show; Performance Reports; Closing Procedures; Set Strike; Post-production Procedures and Reports

Week 14: Building a Career: Professional Arts Management

Note: Production Labs will be organized as student directed learning projects. Students will work together in small groups to develop scenes and/or scenarios designed to demonstrate best practices in managing conflict, maintaining theatre etiquette, supporting creative artists, responding to emergencies, etc.



**Memo**

To: Tetsuomi Anzai, Chair, CACC

From: Bruce Kirkley, Head, Theatre Department

Date: 27 November, 2012

Subject: Major Course Revision of THEA 401 (Old title: Theories of Theatre; Revised title: Contemporary Theories of Theatre and Performance)

**Course Revision**

Rationale for change: The revisions to 401 allow the course to provide students with a more thorough introduction to critical theory and performance theory. Including a 400 level course in contemporary theory is increasingly common in Theatre Studies degree programs and is excellent preparation for students who plan to go on to MA and MFA programs. Much of the historical dramatic theory and criticism covered in the old version of THEA 401 is also covered in other courses, such as THEA 201 (Theatre history 1800-present), THEA 202 (Theatre history to 1800), THEA 452 (Directing), ENGL 230/231 (The Tragic and Comic in Western Drama).

Summary of substantive changes: The most significant change is to course content – while the previous iteration of 401 surveyed the history of dramatic theory, the revised course addresses twentieth and twentieth century theories and focuses more heavily on critical and performance theory, rather than dramatic theory exclusively. The revised learning outcomes engage with several of the theatre department's learning outcomes, developed during the department's program review. This is most notable in the learning outcomes focusing on "praxis" based activities, on recognition of the applications and implications of critical and performance theory, and on the identification and development of a research question.

**Budget and Learning Outcome Issues**

1. How does your course address the UFV Learning Outcomes? THEA 401 focuses on students integrating theory and creative practice in praxis-based projects and on guiding students through a major research project that involves identifying a research question, developing a research methodology, and presenting research results in both oral and written forms (in a presented colloquium paper and written paper). Both projects require students to analyze critically and imaginatively, to communicate effectively. The praxis project allows students to engage in collaborative leadership by working in small groups to interpret and creatively present information. The final research project requires students to initiate an inquiry, develop a methodology approach (solution) to that problem, to demonstrate information competency, to pursue self-motivated learning, and to present information to the broader university community at a public colloquium.
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

3. What consideration has been given to indigenizing the curriculum? Two of the revised learning outcomes in the revised THEA 401 respond to the need to indigenize the curriculum: the first learning outcome requires students to demonstrate familiarity with postcolonial theory and the fourth learning outcomes requires students to locate themselves in relation to critical theories in a self-aware manner. Students are encouraged to position themselves in relation to readings in their reading response journals and to reflect on how their own subject positions impact on their readings of texts. The suggested weekly outline includes classes on race and performance, post/de/colonialism, and pedagogies of resistance and readings from leading scholars on postcolonial and critical race theory.
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value: n/a
  - b. Class size limit: n/a
  - c. Frequency of offering: n/a
  - d. Resources required (labs, equipment): n/a
5. If this course is not eligible for PLAR, explain why. n/a
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? Students will be required to attend live theatre performances and field trips will be organized to help facilitate this; however, students will have the option of seeing plays on their own if the scheduled fieldtrips don't work with their schedules. Students will pay for theatre tickets (approximately \$50 total)
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. Typical costs are estimated at \$100-\$120, including textbooks, coursepack of readings, play scripts, and theatre tickets.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: September 2013  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                    |             |
| THEA 401                                                                                                                  | Theatre            | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Contemporary Theories of Theatre and Performance                                                                          |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to critical theory, performance theory, and their application to theatre, dramatic literature, and performance. Students will become familiar with a range of theoretical and methodological approaches to theatre and performance studies. Field trips to attend performances may be required.

PREREQUISITES: THEA 201 or THEA 202, and one 300-level THEA course; or any two 300-level courses in English or Theatre.

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: 20 Hrs  
 Seminar: 25 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 5 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Studio 10 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): <u>Heather Davis-Fisch</u>           | Date approved: <u>November 2012</u>      |
| Department Head: <u>Bruce Kirkley</u>                    | Date of meeting: <u>December 7, 2012</u> |
| Campus-Wide Consultation (CWC)                           | Date approved: <u>December 2012</u>      |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>        | Date approved: <u>December 2012</u>      |
| Dean/Associate VP: <u>Jacqueline Nolte</u>               | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Program Advisory Committee (UPAC) approval |                                          |

**THEA 401**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Demonstrate familiarity with a range of major theoretical perspectives, such as semiotics, phenomenology, deconstruction and poststructuralism, theories of gender, postcolonial theory
- Apply concepts from theoretical readings to the analysis of live performances and of dramatic and performance texts
- Participate in and critically reflect on "praxis" based activities (exploring the relationship between performance theory and performance practice)
- Demonstrate self-awareness by critically locating self in relation to readings and performances
- Recognize the "real-world" applications and implications of critical and performance theory, with particular emphasis on the implications of critical and performance theory for historically marginalized groups
- Contribute to the development of an intellectual community through participation in class seminars and activities outside of class (for example, reading groups, reading disciplinary journals, attending cultural events in Vancouver and Fraser Valley)
- Identify a research problem arising from critical and performance theory and develop a research methodology appropriate to research problem
- Effectively present research both orally and in writing

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

Lectures, seminars, and discussions

**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:]*

Fortier, Mark. *Theory/Theatre: An Introduction*. New York: Routledge, 2002.  
 Counsell, Colin and Laurie Wolf. *Performance Analysis: An Introductory Coursebook*. New York: Routledge, 2001. (CW)  
 Course-pack containing additional readings as required (CP); sample readings might include: Keir Elam, from *Semiotics of Theatre and Drama*; Bert O. States, from *Great Reckonings in Little Rooms*; Terry Eagleton, from *Literary Theory*; Homi Bhabha, "Of Mimicry and Man" from *The Location of Culture*; Gayatri Spivak, "Can the Subaltern Speak?"; Cathy Caruth, from *Unclaimed Experience: Trauma, Narrative and History*; Joseph Roach, from *Cities of the Dead*; Diana Taylor, from *The Archive and the Repertoire: Performing Cultural Memory in the Americas*  
 Plays and performance texts

**SUPPLIES / MATERIALS:**

Cost of theatre tickets and travel to attend productions

**STUDENT EVALUATION:**

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

|                                                           |     |
|-----------------------------------------------------------|-----|
| Reading reflection journal                                | 20% |
| Reading group presentation and report                     | 10% |
| Seminar presentation/Praxis project                       | 20% |
| Research project process (proposal, outline, first draft) | 15% |
| Colloquium presentation                                   | 10% |
| Research paper                                            | 15% |
| Participation                                             | 10% |

**THEA 401**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

**COURSE CONTENT:**

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

Week 1: Introduction – Foucault, from *Discipline and Punish* (CW)

Week 2: Semiotics – Keir Elam *Semiotics of Theatre and Drama* (CP)

Week 3: Phenomenology – Bert O. States *Great Reckonings in Little Rooms* (CP)

Week 4: Ideology and Performance – Barthes, from *Mythologies*; Althusser, from *Ideology and the Ideological State Apparatuses*; Brecht, from “The Street Scene” (CW)

Week 5: Deconstruction - Eagleton, from *Literary Theory* (CP); Caryl Churchill, *Cloud Nine*

Week 6: Feminist Criticism - Irigaray, from *This Sex Which is Not One*; Cixous, from *Sorties*; Mulvey, from “Visual Pleasure and Narrative Cinema” (CW)

Week 7: Gender and Performance - Butler, from *Gender Trouble*; Diamond, from “Brechtian Theory/Feminist Theory”; Meyer, from *The Politics and Poetics of Camp* (CW)

Week 8: Race and Performance - JanMohamed, from “The Economy of the Manichean Allegory”; Lott, from *Love and Theft*

Week 9: Post/De/Colonialism - Bhabha, “Of Mimicry and Man” from *The Location of Culture*; Spivak, “Can the Subaltern Speak?” (CP), Moses, *Almighty Voice and his Wife*

Week 10: Pedagogies of Resistance - hooks, from “Teaching Resistance”; Gilbert, from “Describing Orality” (CW)

Week 11: Psychoanalysis and Performance - Grosz, from “The Body of Signification” (CW); Caruth, from *Unclaimed Experience* (CP)

Week 12: Performance Genealogies – Roach, from *Cities of the Dead*; Taylor, from *The Archive and the Repertoire* (CP)

Week 13: Colloquium

December 17, 2012

Rodney Smith  
Plumbing Instructor

**PLUMBING & PIPING CERTIFICATE**  
**COURSE RE-NUMBERING**

|              |                                              |
|--------------|----------------------------------------------|
| Pages 1 – 14 | re-numbering Memo for all seven courses      |
| Page 15      | rationale statement for changes to numbering |
| Page 16      | old / new course numbering grids             |

**Plumbing & Piping Program**

# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 100 (110): Safety & WHMIS

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 110: Safety & WHMIS

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 110 (100) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Yes, they will be funded by the program and the dates will be announced at the beginning of term and on monthly basis.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00

Modules: \$160.00

Personal Equipment: \$140.00



# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 102 (111): Math & Science

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 111: Math & Science

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 111 (102) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

No

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00

Modules: \$160.00

# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 101 (112): Tools & Materials

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 112: Tools & Materials

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 112 (101) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Yes, they will be funded by the program and the dates will be announced at the beginning of term and on monthly basis.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$300.00

Modules: \$160.00

Personal Equipment: \$140.00

Tools: \$400.00

# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 103 (113): Blueprint Reading & Drawing

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 113: Blueprint Reading & Drawing

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 113 (103) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

No.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00

Modules: \$160.00

# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 106 (114): DWV, Water & Fixtures

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 114: DWV, Water & Fixtures

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 114 (106) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Yes, they will be funded by the program and the dates will be announced at the beginning of term and on monthly basis.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$300.00

Modules: \$160.00

Personal Equipment: \$140.00

Tools: \$400.00



# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 105 (115): Survey

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 115: Survey

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 115 (105) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

No

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Modules: \$160.00

Personal Equipment: \$140.00

# MEMO



**To:** Amanda Grimson, John English, Cheryl Dahl  
**From:** Rodney Smith, Instructor, Plumbing & Piping Program  
**Date:** December 14, 2012  
**Re:** PLMB 104 (116): Rigging & Welding

---

## **A. COURSE REVISION**

### **1. Rational for change:**

PLMB 116: Rigging & Welding

This course is renumbered to reflect a change in the sequencing of courses in the Plumbing and Piping Program, and to differentiate this course from the one offered in a previous version of the program. The program is being reordered (see program revision) to permit students who have completed courses, but have failed or missed a particular course, to return and complete the remainder of the program without having to repeat the courses in which they were successful. At present, a student who misses a course must repeat the whole program.

Although this course has been approved, and has been offered for many years, no official course outline currently exists. The course was embedded in the Trades program curriculum, and was approved as a piece of that curriculum. This outline remedies that situation.

### **2. Summary of Substance Change:**

The course has been renumbered. The learning outcomes have been identified, and an official course outline drafted to reflect the existing curriculum.

## **C. BUDGET AND LEARNING OUTCOME ISSUES**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 116 (104) addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in group practical(s), personal practical(s) and showing completed industry standard work.

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

No

**3. What consideration has been given to indigenizing the curriculum?**

At present there are no contributions.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas: N/A**

a. Credit value:

b. Class size limit:

c. Frequency of offering:

d. Resources required (labs, equipment):

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

N/A

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

No

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Modules: \$160.00

**RATIONALE STATEMENT FOR**  
**PLUMBING & PIPING PROGRAM**  
**COURSE RE-NUMBERING**

January 23, 2013 (revision)

I am asking for the current course numbers of my program to be changed.  
Attached are the old and new outlines which show the course re-numbering.

The rationales for these changes are the courses need to be numbered in the order they are delivered in the program and need to reflect the numbering format for future course pre-requisites.

Changes can be explained as:

- |                                          |   |             |   |                                        |
|------------------------------------------|---|-------------|---|----------------------------------------|
| • <b>PLMB 100 Safety &amp; WHMIS</b>     | → | will become | → | <b>PLMB 110 Safety &amp; WHMIS</b>     |
| • <b>PLMB 101 Tools &amp; Materials</b>  | → | will become | → | <b>PLMB 112 Tools &amp; Materials</b>  |
| • <b>PLMB 102 Math &amp; Science</b>     | → | will become | → | <b>PLMB 111 Math &amp; Science</b>     |
| • <b>PLMB 103 Blueprint Reading</b>      | → | will become | → | <b>PLMB 113 Blueprint Reading</b>      |
| • <b>PLMB 104 Rigging &amp; Welding</b>  | → | will become | → | <b>PLMB 116 Rigging &amp; Welding</b>  |
| • <b>PLMB 105 Survey</b>                 | → | will become | → | <b>PLMB 115 Survey</b>                 |
| • <b>PLMB 106 DWV, Water &amp; Fixt.</b> | → | will become | → | <b>PLMB 114 DWV, Water &amp; Fixt.</b> |

The re-numbering of the courses will allow the students to take courses in the order needed to complete and continue in the program. The proposed order of topics within the program more accurately reflects the requirements for future pre-requisites. Each course builds on the pre-requisite course before it.

Having courses (Survey and Welding) at the end of the numbering system will allow students to complete the prior courses and if unsuccessful in them it would allow the student to retake just the last courses which would not create a problem mid way through the program.

I trust that the changes are clear in their intent and format. The content of the program is not changing, however the order of delivery is.

Please do not hesitate to contact me for further explanation.

**Rodney Smith**

**Plumbing Instructor**

*University of the Fraser Valley*

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[www.ufv.ca](http://www.ufv.ca)

**PLUMBING & PIPING PROGRAM  
COURSE RE-NUMBERING**

Sept. 2011

| <b>2011 PLUMBING &amp; PIPING<br/>PROGRAM COURSES</b> | <b>DATES</b>    | <b>34<br/>CREDITS</b> |
|-------------------------------------------------------|-----------------|-----------------------|
| PLMB 100: Safety & WHMIS                              | SEPT<br>(start) | 2                     |
| PLMB 101: Tools & Materials                           | OCT -<br>NOV    | 8                     |
| PLMB 102: Math & Science                              | DEC             | 6                     |
| <b>XMAS BREAK</b>                                     |                 |                       |
| PLMB 103: Blueprint Reading &<br>Drawing              | JAN             | 5                     |
| PLMB 104: Rigging & Welding                           | MARCH           | 1                     |
| PLMB 105: Survey                                      | MAY<br>(end)    | 2                     |
| PLMB 106: DWV, Water & Fixtures                       | FEB -<br>APR    | 10                    |

Sept. 2013

| <b>2013 PLUMBING &amp; PIPING<br/>PROGRAM</b> | <b>DATES</b>    | <b>34<br/>CREDITS</b> |
|-----------------------------------------------|-----------------|-----------------------|
| PLMB 110: Safety & WHMIS                      | SEPT<br>(start) | 2                     |
| PLMB 111: Math & Science                      | OCT -<br>NOV    | 6                     |
| PLMB 112: Tools & Materials                   | DEC             | 8                     |
| <b>XMAS BREAK</b>                             |                 |                       |
| PLMB 113: Blueprint Reading &<br>Drawing      | JAN             | 5                     |
| PLMB 114: DWV, Water & Fixtures               | FEB -<br>APR    | 10                    |
| PLMB 115: Survey                              | MAY<br>(end)    | 2                     |
| PLMB 116: Rigging & Welding                   | MARCH           | 1                     |

December 17, 2012

Rodney Smith  
Plumbing Instructor

## **PLUMBING & PIPING CERTIFICATE**

### **COURSE PRE-REQUISITES**

The following information is for the new course numbering of the Plumbing and Piping Program to match a pre-requisite being implemented to give credit to students for courses they complete and to allow them to return in the future to continue on with program if unsuccessful in a course of the program.

|              |                                                       |
|--------------|-------------------------------------------------------|
| Pages 1 – 14 | course outline information for program                |
| Page 15      | rationale statement for the need of pre-requisites    |
| Page 16      | pre-requisite grid of courses in order of delivery    |
| Page 17      | course grid with new pre-requisites added and changes |

**Plumbing & Piping Program**



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| <b>PLMB 110</b>          | <b>PLUMBING AND PIPING</b> | <b>2</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
|                          | <b>SAFETY &amp; WHMIS</b>  |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

This course is an introductory to the proper safety procedures and regulations used in the piping trades and the proper use / handling of chemicals on work sites. This course will provide students with the ability to use safe work practices on the job-site. They will learn and use the Workplace Hazardous Materials Information System. They will learn to identify fire hazards and how to select appropriate fire extinguishers for various types of fires.

This is 1<sup>st</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **Admission to the Plumbing & Piping Certificate Program**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 100**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **50**

**STRUCTURE OF HOURS:**

Lectures: **40** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **10** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **2 WEEKS**  
 Hours per day: **5**

**OTHER:**

Maximum enrolment: **20**  
 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): <b>RODNEY SMITH</b>          | Date approved: _____   |
| Department Head: <b>RODNEY SMITH</b>             | Date of meeting: _____ |
| Campus-Wide Consultation (CWC)                   | Date approved: _____   |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date of meeting: _____ |
| Undergraduate Education Committee (UEC) approval |                        |



**PLMB 110**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE APPROPRIATE SAFETY PROCEDURES AND REGULATIONS USED IN THE WORKPLACE.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

PERSONAL PROTECTIVE EQUIPMENT, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|        |           |
|--------|-----------|
| SAFETY | 1.5 WEEKS |
| WHMIS  | 0.5 WEEK  |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| <b>PLMB 111</b>          | <b>PLUMBING AND PIPING</b> | <b>6</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
|                          | <b>MATH &amp; SCIENCE</b>  |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

This course provides the student the process of completing calculations used in the piping trade and the methods of how science is used in the piping trades. The student will also learn how to calculate given measurements of different units and convert to / from other units.

This is 2<sup>nd</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 110 – SAFETY & WHMIS**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 102**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **150**

**STRUCTURE OF HOURS:**

Lectures: **140** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **10** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **6 WEEKS**  
 Hours per day: **5**

**OTHER:**

Maximum enrolment: **20**  
 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): <b>RODNEY SMITH</b>          | Date approved: _____   |
| Department Head: <b>RODNEY SMITH</b>             | Date of meeting: _____ |
| Campus-Wide Consultation (CWC)                   | Date approved: _____   |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date of meeting: _____ |
| Undergraduate Education Committee (UEC) approval | Date of meeting: _____ |

**PLMB 111**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE HOW TO PERFORM CALCULATIONS USED IN THE PLUMBING OR PIPING WORKPLACE.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, PRACTICAL MEASURING

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
2010 NATIONAL PLUMBING CODE OF CANADA  
CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

SCIENTIFIC CALCULATOR, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|                  |         |
|------------------|---------|
| MATHEMATICS      | 4 WEEKS |
| SCIENCE FORMULAS | 2 WEEKS |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                              |                            |             |
|------------------------------|----------------------------|-------------|
| <b>PLMB 112</b>              | <b>PLUMBING AND PIPING</b> | <b>8</b>    |
| COURSE NAME/NUMBER           | FACULTY/DEPARTMENT         | UFV CREDITS |
| <b>TOOLS &amp; MATERIALS</b> |                            |             |
| COURSE DESCRIPTIVE TITLE     |                            |             |

**CALENDAR DESCRIPTION:**

This course will introduce students to the tools and types of pipe used in the piping trades. Students will learn to select and use appropriate hand tools for the job and then use portable and stationary power tools. The students will perform practical projects designed to challenge them in joining different types of pipe and fittings in work applications.

This is 3<sup>rd</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 111 – MATH & SCIENCE**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 101**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **200**

**STRUCTURE OF HOURS:**

Lectures: **120** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **80** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **8 WEEKS**  
 Hours per day: **5**

**OTHER:**

Maximum enrolment: **20**  
 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): <b>RODNEY SMITH</b>          | Date approved: _____   |
| Department Head: <b>RODNEY SMITH</b>             | Date of meeting: _____ |
| Campus-Wide Consultation (CWC)                   | Date approved: _____   |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date of meeting: _____ |
| Undergraduate Education Committee (UEC) approval |                        |

**PLMB 112**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE THE PROPER USE OF TOOLS USED IN THE PLUMBING TRADE AND IDENTIFY ALL  
MATERIALS USED IN PIPING WORKPLACES.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, GROUP AND INDIVIDUAL PRACTICALS

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
2010 NATIONAL PLUMBING CODE OF CANADA  
CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

HAND TOOLS, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|           |         |
|-----------|---------|
| TOOLS     | 3 WEEKS |
| MATERIALS | 5 WEEKS |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                                        |             |
|--------------------|----------------------------------------|-------------|
| <b>PLMB 113</b>    | <b>PLUMBING AND PIPING</b>             | <b>5</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                     | UFV CREDITS |
|                    | <b>BLUEPRINT READING &amp; DRAWING</b> |             |
|                    | COURSE DESCRIPTIVE TITLE               |             |

**CALENDAR DESCRIPTION:**

This course introduces the student to the “language of mechanical blueprints”. Drafting standards are used to interpret drawings as well as enabling students to create their own single line drawings. Students will have an introductory to the piping symbols used on mechanical blueprint drawings and learn proper methods to draw and read plumbing symbols on drawings.

This is 4<sup>th</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 112 – TOOLS & MATERIALS**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 103**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **125**

**STRUCTURE OF HOURS:**

Lectures: **110** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **15** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **5 WEEKS**  
 Hours per day: **5**

**OTHER:**

Maximum enrolment: **20**  
 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): <b>RODNEY SMITH</b>          |                        |
| Department Head: <b>RODNEY SMITH</b>             | Date approved: _____   |
| Campus-Wide Consultation (CWC)                   | Date of meeting: _____ |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date approved: _____   |
| Undergraduate Education Committee (UEC) approval | Date of meeting: _____ |

**PLMB 113**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE THE ABILITY TO DRAW PLUMBING ORTHOGRAPHIC DRAWINGS AND READ MECHANICAL PIPE PLANS IN THE PIPING TRADES.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, GROUP AND INDIVIDUAL PRACTICALS

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

SCIENTIFIC CALCULATOR, DRAFTING TOOLS, MECHANICAL PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|                           |         |
|---------------------------|---------|
| ABBREVIATIONS AND SYMBOLS | 1 WEEK  |
| ORTHOGRAPHIC DRAWINGS     | 2 WEEKS |
| ISOMETRIC DRAWINGS        | 1 WEEK  |
| MECHANICAL PLAN READING   | 1 WEEK  |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                                  |             |
|--------------------|----------------------------------|-------------|
| <b>PLMB 114</b>    | <b>PLUMBING AND PIPING</b>       | <b>10</b>   |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT               | UFV CREDITS |
|                    | <b>DWV, WATER &amp; FIXTURES</b> |             |
|                    | COURSE DESCRIPTIVE TITLE         |             |

**CALENDAR DESCRIPTION:**

This course will teach students to use local codes to properly size drainage, venting and water lines in the plumbing trade and test these fittings. Students will understand the design and operation of drain, waste and venting systems, hot water heating systems, potable water systems and residential gas systems.

This is 5<sup>th</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 113 – BLUEPRINT READING & DRAWINGS**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**  
 (a) Replaces: **PLMB 106**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **250**  
**STRUCTURE OF HOURS:**  
 Lectures: **150** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **100** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**  
 Length of course: **10 WEEKS**  
 Hours per day: **5**

**OTHER:**  
 Maximum enrolment: **20**  
 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): **RODNEY SMITH**  
 Department Head: **RODNEY SMITH** Date approved: \_\_\_\_\_  
 Campus-Wide Consultation (CWC) Date of meeting: \_\_\_\_\_  
 Curriculum Committee chair: **NICK PENNER** Date approved: \_\_\_\_\_  
 Dean/Associate VP: **JOHN ENGLISH** Date approved: \_\_\_\_\_  
 Undergraduate Education Committee (UEC) approval Date of meeting: \_\_\_\_\_



**PLMB 114**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE THE ABILITY TO SIZE AND INSTALL DRAIN / VENT PIPING, HOT / COLD WATER LINES AND  
PROPER INSTALLATION OF PLUMBING FIXTURES AND APPLIANCES USED IN THE TRADE.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, GROUP AND INDIVIDUAL PRACTICALS

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
CUSTOM MODULE PACKAGES  
2010 NATIONAL PLUMBING CODE OF CANADA

**SUPPLIES / MATERIALS:**

HAND TOOLS, CALCULATOR, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|                       |         |
|-----------------------|---------|
| DRAINAGE              | 3 WEEKS |
| VENTING               | 3 WEEKS |
| WATER LINES           | 2 WEEKS |
| FIXTURES / APPLIANCES | 2 WEEKS |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| <b>PLMB 115</b>          | <b>PLUMBING AND PIPING</b> | <b>2</b>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
|                          | <b>SURVEY</b>              |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

This course demonstrates the methods of using survey equipment, precision, accuracy standards and specifications for field procedures for horizontal and vertical surveys used in the piping trades.  
 This is 6<sup>th</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 114 – DWV, WATER & FIXTURES**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 105**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM: 50**

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **2 WEEKS**  
 Hours per day: **5**

**OTHER:**

Maximum enrolment: **20**  
 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): <b>RODNEY SMITH</b>          | Date approved: _____   |
| Department Head: <b>RODNEY SMITH</b>             | Date of meeting: _____ |
| Campus-Wide Consultation (CWC)                   | Date approved: _____   |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date of meeting: _____ |
| Undergraduate Education Committee (UEC) approval | Date of meeting: _____ |

**PLMB 115**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE THE ABILITY TO FIND PIPE ELEVATIONS AND GRADING OF PIPING IN THE WORKPLACE.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, GROUP AND INDIVIDUAL PRACTICALS

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

RESIDENTIAL CONSTRUCTION ACADEMY PLUMBING (2<sup>nd</sup> EDITION)  
CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

HAND TOOLS, CALCULATOR, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|                   |        |
|-------------------|--------|
| TOOL CALCULATIONS | 1 WEEK |
| SURVEY FIELD WORK | 1 WEEK |



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: SEPT / 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (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

|                    |                              |             |
|--------------------|------------------------------|-------------|
| <b>PLMB 116</b>    | <b>PLUMBING AND PIPING</b>   | <b>1</b>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT           | UFV CREDITS |
|                    | <b>RIGGING &amp; WELDING</b> |             |
|                    | COURSE DESCRIPTIVE TITLE     |             |

**CALENDAR DESCRIPTION:**

This course provides the basic methods of welding / cutting of metal materials and the proper use of rigging on work sites.

This is 7<sup>th</sup> of 7 courses that must be passed to receive a Certificate in the Plumbing and Piping Program.

PREREQUISITES: **PLMB 113 – BLUEPRINT READING & DRAWINGS**  
 COREQUISITES: **NONE**  
 PRE or COREQUISITES: **NONE**

**SYNONYMOUS COURSE(S):**

- (a) Replaces: **PLMB 104**  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** (department/program)  
**PLUMBING & PIPING PROGRAM**

**TOTAL HOURS PER TERM:** **25**

**STRUCTURE OF HOURS:**

Lectures: **10** Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: **15** Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: **1 WEEK**  
 Hours per day: **5**

**OTHER:**

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

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No  
☐ Yes ☒ No  
☐ Yes ☒ No

|                                                  |                        |
|--------------------------------------------------|------------------------|
| Course designer(s): <b>RODNEY SMITH</b>          | Date approved: _____   |
| Department Head: <b>RODNEY SMITH</b>             | Date of meeting: _____ |
| Campus-Wide Consultation (CWC)                   | Date approved: _____   |
| Curriculum Committee chair: <b>NICK PENNER</b>   | Date approved: _____   |
| Dean/Associate VP: <b>JOHN ENGLISH</b>           | Date of meeting: _____ |
| Undergraduate Education Committee (UEC) approval |                        |

**PLMB 116**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will be able to:  
DEMONSTRATE THE ABILITY TO WELD AND CUT METAL MATERIALS WHEN NEEDED IN THE WORKPLACE.

**METHODS:**

PRESENTATIONS, ONLINE INSTRUCTION, AND INDIVIDUAL PRACTICALS

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☒ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☒ Other (specify): STUDENTS MAY BE EVALUATED ON A CASE BY CASE BASIS BY THE INSTRUCTOR
- ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

CUSTOM MODULE PACKAGES

**SUPPLIES / MATERIALS:**

HAND TOOLS, PENCIL, ERASER

**STUDENT EVALUATION:**

|            |     |
|------------|-----|
| HOMEWORK   | 20% |
| QUIZZES    | 20% |
| PRACTICALS | 10% |
| FINAL EXAM | 50% |

**COURSE CONTENT:**

|               |          |
|---------------|----------|
| METAL CUTTING | 0.5 WEEK |
| METAL WELDING | 0.5 WEEK |

**RATIONALE STATEMENTS FOR**  
**PLUMBING & PIPING PROGRAM**  
**PRE-REQ COURSES**

November 22<sup>nd</sup>, 2012

I am asking for the courses of my program to be placed into a pre-requisite course system.

- **PLMB 110 Safety & WHMIS (2 weeks)**
  - will be located at the beginning of the program so the students can be introduced and shown the possible hazards of the trade and what type of personal safety wear and safety methods used in the future courses of the program
- **PLMB 111 Math & Science (6 weeks)**
  - will be needed before Tools & Materials so students can be successful in completing what math is used in the plumbing trade and how it is essential to have for the use of tools that are used for measuring and the materials that are used for angles in relation to piping and fittings in the trade
- **PLMB 112 Tools & Materials (8 weeks)**
  - will be needed before Blueprint Reading & Drawing so students know what types of materials are used in the field of piping and the different types of fittings and equipment used before they are placed on drawings for the installation of piping
- **PLMB 113 Blueprint Reading & Drawings (5 weeks)**
  - will be needed before the DWV and the Survey courses so students know what types of symbols are drawn for materials used in the field of piping and the different symbols for fittings and equipment seen on mechanical blueprint drawings
- **PLMB 114 DWV, Water & Fixtures (10 weeks)**
  - will be located after Blueprint Reading & Drawing so piping, grade, elevations, code and invert of piping is explained before the use of equipment is used to determine the height of drainage and water lines on pipe installations
- **PLMB 115 Survey (2 weeks)**
  - will be located at the end of the course numbering so that the incompleteness of the course will not result in the student having to be held back from taking other courses in the program and this will allow the student to complete survey at another designated time
- **PLMB 116 Rigging & Welding (1 week)**
  - will be located at the end of the course numbering so that the incompleteness of the course will not result in the student having to be held back from taking other courses in the program and this will allow the student to complete welding at another designated time

Please do not hesitate to contact me for further explanation.

**Rodney Smith**

**Plumbing Instructor**

*University of the Fraser Valley*

*5579 Tyson Road, Chilliwack, B.C., V2R-0H9*

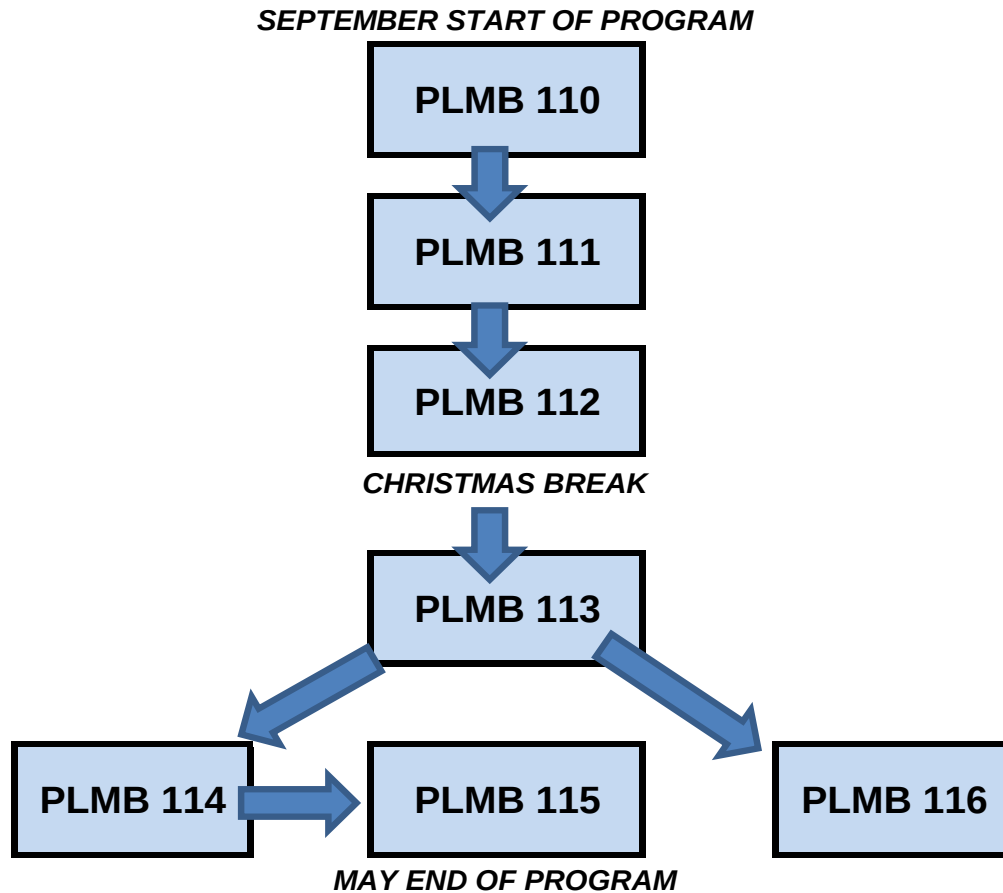
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[www.ufv.ca](http://www.ufv.ca)

# PLUMBING AND PIPING PRE - REQs



|                 |                         |
|-----------------|-------------------------|
| <b>PLMB 110</b> | Safety & WHMIS          |
| <b>PLMB 111</b> | Math & Science          |
| <b>PLMB 112</b> | Tools & Materials       |
| <b>PLMB 113</b> | Blueprint Reading & Dwg |
| <b>PLMB 114</b> | DWV, Water & Fixtures   |
| <b>PLMB 115</b> | Survey                  |
| <b>PLMB 116</b> | Rigging & Welding       |

**PLUMBING & PIPING PROGRAM  
COURSE PRE-REQ ADDITIONS**

Sept. 2011

| <b>2011 PLUMBING &amp; PIPING<br/>PROGRAM COURSES</b> | <b>DATES</b>    | <b>34<br/>CREDITS</b> |
|-------------------------------------------------------|-----------------|-----------------------|
| PLMB 100: Safety & WHMIS                              | SEPT<br>(start) | 2                     |
| PLMB 101: Tools & Materials                           | OCT -<br>NOV    | 8                     |
| PLMB 102: Math & Science                              | DEC             | 6                     |
| <b>XMAS BREAK</b>                                     |                 |                       |
| PLMB 103: Blueprint Reading &<br>Drawing              | JAN             | 5                     |
| PLMB 104: Rigging & Welding                           | MARCH           | 1                     |
| PLMB 105: Survey                                      | MAY<br>(end)    | 2                     |
| PLMB 106: DWV, Water & Fixtures                       | FEB -<br>APR    | 10                    |

Sept. 2013

| <b>2013 PLUMBING &amp; PIPING<br/>PROGRAM</b> | <b>DATES</b>    | <b>COURSE<br/>PRE REQs</b> | <b>34<br/>CREDITS</b> |
|-----------------------------------------------|-----------------|----------------------------|-----------------------|
| PLMB 110: Safety & WHMIS                      | SEPT<br>(start) |                            | 2                     |
| PLMB 111: Math & Science                      | OCT -<br>NOV    | PLMB<br>100                | 6                     |
| PLMB 112: Tools & Materials                   | DEC             | PLMB<br>101                | 8                     |
| <b>XMAS BREAK</b>                             |                 |                            |                       |
| PLMB 113: Blueprint Reading &<br>Drawing      | JAN             | PLMB<br>102                | 5                     |
| PLMB 114: DWV, Water & Fixtures               | FEB -<br>APR    | PLMB<br>103                | 10                    |
| PLMB 115: Survey                              | MAY<br>(end)    | PLMB<br>104                | 2                     |
| PLMB 116: Rigging & Welding                   | MARCH           | PLMB<br>103                | 1                     |



Please see below, 2 requests from the Agriculture Department for consideration.

**Agriculture – Calendar Change Requests**

**Nov 29, 2012**

**1. Rationale:**

Currently, the entrance requirements for the Agriculture Technology program does not include wording for students who have been out of school for a while so we would like to add the following lines:

The Agriculture Technology department will also consider applicants if they can demonstrate that they have a reasonable chance for success. Applicants will be required to submit a portfolio and/or be interviewed.

**2. Rationale:**

As of September 2011, the Math Pathways for high school students changed so we need to change our Mathematics requirement to reflect this change.

Currently our Mathematics entrance requirement is: Principles of Mathematics 11 or any other Mathematics 11 course.

We would like the new requirement to be: One of the following: Foundations of Math 11, Precalculus 11, Apprenticeship and Workplace Math 11, or the formerly offered Principles of Math 11, Applied Math 11 or Essentials of Math 11.



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

## **MEMORANDUM**

**TO:** CWC, FSCC, Science Faculty Council, Dean Lee, UEC, Senate  
**FROM:** Ali Fotouhi, Chair, DAC Program Committee  
**DATE:** January 26, 2013  
**SUBJECT:** Applied Regression Analysis (STAT 315) to be mandatory course for DAC program

### **RATIONALE:**

The Data Analysis Certificate (DAC) Program Committee has decided that Applied Regression Analysis (STAT 315) should be a required course for earning DAC certificate. Students must complete five required and 4 selective courses for a total of 27 credits (please see tables below).

The DAC program committee has decided to do this change because:

- a) Regression analysis is helpful in understanding other statistical analysis like time series analysis (STAT 430), generalized linear models for non-normal response data STAT (402), analysis of experimental design STAT (330), data mining (STAT/COMP 431), and applied multivariate statistical analysis (STAT 470).
- b) This change is recommended by the department and program review committee.
- c) A graduated person from DAC program is expected to know the regression analysis.

**NOTE:** The certificate requirements are stated using the new STAT label which will be in effect as of January 2013.

#### **Required courses:**

| <b>Course</b>     | <b>Title</b>                                            | <b>Credits</b> |
|-------------------|---------------------------------------------------------|----------------|
| STAT 271          | Introduction to Data Analysis and Statistical Modelling | 3              |
| STAT 272          | Statistical Graphics and Languages                      | 3              |
| CIS 230           | Databases and Data Management Systems                   | 3              |
| COMP 331/STAT 331 | Data Quality                                            | 3              |
| <b>STAT 315</b>   | <b>Applied Regression Analysis</b>                      | 3              |

#### **Five Four courses chosen from the following:**

| <b>Course</b>       | <b>Title</b>                                            | <b>Credits</b> |
|---------------------|---------------------------------------------------------|----------------|
| <del>STAT 315</del> | <del>Applied Regression Analysis</del>                  |                |
| STAT 330            | Design of Experiments                                   | 3              |
| STAT 350            | Survey Sampling                                         | 3              |
| STAT 402            | Applied Generalized Linear Models and Survival Analysis | 3              |
| STAT 430            | Time Series and Forecasting                             | 3              |
| STAT 470            | Applied Multivariate Statistical Analysis               | 3              |
| STAT 431/COMP 431   | Data Mining                                             | 3              |
| CIS 430             | Advanced Database Topics                                | 3              |
| CIS 385             | Project Management                                      | 3              |

**BUDGET IMPLICATIONS:** NONE

FEEDBACK FROM CWC

Hi,

Yes, that is our intent.

Cindy

**Cynthia Loten**

Head, Math and Stats Department  
University of the Fraser Valley  
33844 King Rd, Abbotsford BC  
Canada V2S 7M8  
604-854-4565  
Room D3047

On Wed, Oct 31, 2012 at 4:10 PM, Elaine Harris <[Elaine.Harris@ufv.ca](mailto:Elaine.Harris@ufv.ca)> wrote:

Hi

No issues with the change. I assume that will be in effect for those starting the program Fall 2013 and later?

Elaine

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [mailto:[cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca)] **On Behalf Of** Pat Cruickshanks  
**Sent:** Monday, October 29, 2012 3:23 PM  
**To:** cwconsult  
**Cc:** Cynthia Loten  
**Subject:** [CWC] STAT 315 to be Mandatory for the Data Analysis Certificate Program

Please review the attached memo and respond to the sender with comments and/or approval.

Thank you,

Pat Cruickshanks

Hello,

As of September 2012 changes were approved and made to our Bachelor of Arts (Criminal Justice) program plan. At that time the calendar copy should have been updated for the Criminal Justice diploma reflecting the changes made to the first two years. This was missed and I am requesting approval so that the change can be made to reflect the correct calendar copy. Current and correct copies are below with the change highlighted.

Thank you.

Cherish

**Current Calendar Copy**

Program outline

**Semester I**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| CRIM 100 | Introduction to Criminology                 | 3       |
| CRIM 103 | Introduction to the Criminal Justice System | 3       |
| CRIM 129 | Academic and Professional Development       | 3       |
| PSYC 101 | Introduction to Psychology                  | 3       |
| SOC 101  | Introductory Sociology                      | 3       |

**Semester II**

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| CRIM 104           | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105           | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| Elective           | General any 100/200-level non-criminology course             | 3       |
| Elective           | CRIM                                                         | 3       |
| CMNS 125           | Introduction to Workplace Communication                      |         |
| <b>or</b> CMNS 155 | Introduction to Workplace and Academic Communication         |         |
| <b>or</b> ENGL 105 | Academic Writing                                             | 3       |

**Semester III**

| Course                           | Title                                                                     | Credits  |
|----------------------------------|---------------------------------------------------------------------------|----------|
| CRIM 201                         | Physical Fitness Training I (see Note 1)                                  | 2        |
| <b>CRIM 240</b>                  | <b>Comparative Criminal Justice Systems</b>                               | <b>3</b> |
| CRIM 265                         | Problem Management Skills for Criminal Justice Interventions (see Note 2) | 3        |
| Elective                         | CRIM                                                                      | 3        |
| Elective                         | Arts (UFV) 200-level or higher (non-criminology)                          | 3        |
| CMNS 251                         | Professional Report Writing                                               |          |
| <b>or</b> ENGL 120–170 or higher |                                                                           | 3        |

Note 1: CRIM 201 and CRIM 202 cannot be taken concurrently.

Note 2: Students who have taken (the now discontinued) CRIM 260 course may use it for this requirement. CRIM 160 (now discontinued) may be used as a general elective.

**Semester IV**

| Course      | Title                                   | Credits |
|-------------|-----------------------------------------|---------|
| CRIM 202    | Physical Fitness Training II (see Note) | 2       |
| or CRIM 203 | Peace Officer Use of Force              | 2       |
| CRIM 220    | Research Methods in Criminology         | 3       |
| CRIM 230    | Criminal Law                            | 3       |
| CRIM 281    | Field Work Practicum                    | 6       |
| POSC 110    | Canadian Politics                       | 3       |
| Total       |                                         | 64      |

Note: CRIM 201 and CRIM 202 cannot be taken concurrently.

CRIM electives include: CRIM 109, 130, 135, 151, 210, 211, 212, 213, 214, 215, 250, 252, 270.

\*\*\*\*\*

**Corrected Calendar Copy**

Program outline

Lower-level requirements

**Semester I**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| CRIM 100 | Introduction to Criminology                 | 3       |
| CRIM 103 | Introduction to the Criminal Justice System | 3       |
| CRIM 129 | Academic and Professional Development       | 3       |
| PSYC 101 | Introduction to Psychology I                | 3       |
| SOC 101  | Introductory Sociology                      | 3       |

**Semester II**

| Course   | Title                                                        | Credits |
|----------|--------------------------------------------------------------|---------|
| CRIM 104 | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105 | Psychological Explanations of Criminal and Deviant Behaviour | 3       |

|                    |                                                      |   |
|--------------------|------------------------------------------------------|---|
| Elective           | General any 100/200-level non-criminology course     | 3 |
| Elective           | CRIM                                                 | 3 |
| CMNS 125           | Introduction to Workplace Communication              | 3 |
| <b>or</b> CMNS 155 | Introduction to Workplace and Academic Communication |   |
| <b>or</b> ENGL 105 | Academic Writing                                     |   |

**Semester III**

| Course                           | Title                                                                   | Credits |
|----------------------------------|-------------------------------------------------------------------------|---------|
| CRIM 240                         | Comparative Criminal Justice Systems                                    | 3       |
| <b>or</b> CRIM 251               | Law Enforcement in Canada                                               | 3       |
| <b>or</b> CRIM 252               | Corrections in Canada                                                   | 3       |
| CRIM 265                         | Problem Management Skills for Criminal Justice Interventions (see Note) | 3       |
| Elective                         | CRIM                                                                    | 3       |
| Elective                         | Arts (UFV) 200-level or higher (non-criminology)                        | 3       |
| CMNS 251                         | Professional Report Writing                                             | 3       |
| <b>or</b> ENGL 120–170 or higher |                                                                         |         |

Note: Students who have taken (the now discontinued) CRIM 260 course may use it instead of CRIM 265. CRIM 160 (now discontinued) may be used as a general elective.

**Semester IV**

| Course   | Title                           | Credits |
|----------|---------------------------------|---------|
| CRIM 220 | Research Methods in Criminology | 3       |
| CRIM 230 | Criminal Law                    | 3       |
| CRIM 281 | Field Work Practicum            | 6       |
| POSC 110 | Canadian Politics               | 3       |
| Total    |                                 | 60      |

Note: CRIM 201 and CRIM 202 cannot be taken concurrently.

CRIM electives include: CRIM 109, 130, 135, 151, 210, 211, 212, 213, 214, 215, 250, 252, 270

# MEMO



To: Campus Wide Consultation (CWC)  
From: Dr. Michelle Rhodes, Chair, Geography Department  
Date: November 5, 2012  
Re: Proposal

For Approval (BSc, Physical Geography major)

- Addition of GEOG 318, GEOG 335, GEOG 364, GEOG 412, GEOG 464, GEOG 466, and GEOG 419 in the BSc Geography program
- Addition of GEOG 396 and GEOG 398 as option within the degree requirement
- Removal of GEOG 341, GEOG 401, GEOG 444, and GEOG 445

For Information (BA, Geography major)

- Addition of GEOG 318, GEOG 335, GEOG 364, GEOG 412, GEOG 464, GEOG 466, and GEOG 419 in the BA Geography concentrations
- Addition of GEOG 396 and GEOG 398 as option within the Geography BSc degree requirement
- Removal of GEOG 341, GEOG 401, GEOG 444, and GEOG 445
- Removal of 250 as a program requirement from calendar copy

- 
1. **Proposal:** The proposed changes are ones that integrate changes that have taken place or are taking place at the course-level into the full curriculum:
- GEOG 335 and GEOG 419 were approved last year, and are being added here
  - GEOG 318, GEOG 364, GEOG 412, GEOG 464, and GEOG 466 are courses that are moving through the curriculum approval process at this time
  - GEOG 396 and GEOG 398 are broadening program requirement options
  - GEOG 341 is being removed this year
  - GEOG 401 and GEOG 444 have not been offered for several years, and are retired. GEOG 401 still is listed in the BSc degree; GEOG 444 is listed in both
  - GEOG 445 is being removed from calendar for the time being due continued low enrolment, but may be brought back at a later date
  - GEOG 250 is no longer a requirement option within the degree (it exists as an elective), and this change is a calendar update



**For Approval – BSc****2. Proposed changes to the Geography programs:****2.1 Bachelor of Science, Physical Geography major:****Bachelor of Science, Physical Geography major****Lower-level requirements: 49 credits**

| <b>Course</b>       | <b>Title</b>                                       | <b>Credits</b> |
|---------------------|----------------------------------------------------|----------------|
| GEOG 101            | Weather and Climate                                | 4              |
| GEOG 102            | Evolution of the Earth's Surface                   | 4              |
| <b>or</b> GEOG 116  | Introduction to Geology                            |                |
| GEOG 140            | Introduction to Human Geography                    | 3              |
| GEOG 201            | Introduction to Climatology                        | 4              |
| GEOG 202            | Introduction to Geomorphology                      | 4              |
| GEOG 211            | Environmental Science                              | 3              |
| GEOG 252            | Explanation in Geography: Quantitative Methods     | 4              |
| GEOG 253            | Introduction to Geographic Information Systems     | 4              |
| STAT 270            | Introduction to Probability and Statistics         | 4              |
| PHYS 101            | Introductory General Physics: Mechanics and Fluids |                |
| <b>or</b> PHYS 111  | Mechanics                                          | 5              |
| <b>One pair of:</b> |                                                    | 10             |
| BIO 111             | Introductory Biology I                             |                |
| <b>and</b> BIO 112  | Introductory Biology II                            |                |
| <b>or</b> CHEM 113  | Principles of Chemistry I                          |                |
| <b>and</b> CHEM 114 | Principles of Chemistry II                         |                |

**Upper-level requirements: 52-56 credits**

| <b>Course</b>      | <b>Title</b>                   | <b>Credits</b> |
|--------------------|--------------------------------|----------------|
| GEOG 302           | Fluvial Geomorphology          | 4              |
| <b>or</b> GEOG 304 | Coastal Geomorphology          |                |
| <b>One of:</b>     |                                | 4              |
| GEOG 303           | Principles of Hydrology        |                |
| GEOG 307           | Urban Climatology              |                |
| GEOG 308           | Climate Change and Variability |                |
| GEOG 315           | Soil Process or Function       | 4              |

|                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                        |                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>or</b> GEOG 317                                                                                                                                                                                                                                                                           | Biogeography                                                                                                                                                                           |                 |
| GEOG 353                                                                                                                                                                                                                                                                                     | GIS Applications                                                                                                                                                                       | 4               |
| GEOG 354                                                                                                                                                                                                                                                                                     | Approaches in Human Geography                                                                                                                                                          | 4               |
| <b>One of:</b>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                        | 4               |
| GEOG 402                                                                                                                                                                                                                                                                                     | Quaternary Geology and Geomorphology                                                                                                                                                   |                 |
| GEOG 410                                                                                                                                                                                                                                                                                     | Plant Ecology                                                                                                                                                                          |                 |
| GEOG 417                                                                                                                                                                                                                                                                                     | Wetlands                                                                                                                                                                               |                 |
| <b><u>GEOG 419</u></b>                                                                                                                                                                                                                                                                       | <b><u>Paleoecology</u></b>                                                                                                                                                             |                 |
| GEOG 453                                                                                                                                                                                                                                                                                     | Remote Sensing of the Environment                                                                                                                                                      |                 |
| GEOG 433                                                                                                                                                                                                                                                                                     | Geography of Selected Regions                                                                                                                                                          | 4               |
| <b><u>One of:</u></b>                                                                                                                                                                                                                                                                        |                                                                                                                                                                                        |                 |
| <b><u>GEOG 396</u></b>                                                                                                                                                                                                                                                                       | <b><u>Global Development Studies: Canada Internship</u></b>                                                                                                                            |                 |
| <b><u>GEOG 398</u></b>                                                                                                                                                                                                                                                                       | <b><u>Global Development Studies: International Internship</u></b>                                                                                                                     |                 |
| GEOG 452                                                                                                                                                                                                                                                                                     | Field Methods and Techniques                                                                                                                                                           | 4-56            |
| GEOG 470                                                                                                                                                                                                                                                                                     | Field Studies in Geography                                                                                                                                                             |                 |
| GEOG 491                                                                                                                                                                                                                                                                                     | Honours Research Design and Data Collection (see Note 1)                                                                                                                               | 4               |
| GEOG 493                                                                                                                                                                                                                                                                                     | Honours Research Project in Physical Geography/GIS                                                                                                                                     | 4               |
| STAT 315                                                                                                                                                                                                                                                                                     | Applied Regression Analysis (see Note 2)                                                                                                                                               | 3               |
| <b><u>Elective: One</u></b>                                                                                                                                                                                                                                                                  | <b><u>Physical geography (GEOG 302, 304, 307, 308, 317, <u>335</u>, <u>401</u>, 402, 410, 417, <u>419</u>, 453)</u></b>                                                                | <b><u>4</u></b> |
| <b>Plus:</b>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                        |                 |
| Electives                                                                                                                                                                                                                                                                                    | Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, computer science, physics) (see Notes 3 and 4) | 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, <u>419</u> or 458.                                                                                                                       |                                                                                                                                                                                        |                 |
| Note 2: Students choosing Mathematics as their breadth requirement cannot include MATH 315 as one of their breadth courses.                                                                                                                                                                  |                                                                                                                                                                                        |                 |
| Note 3: 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: 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).                                                                                                                                                                                   |                                                                                                                                                                                        |                 |

## **2.2 Bachelor of Science, Physical Geography minor:**

### **Lower-level requirements: 24 credits**

| <b>Course</b>      | <b>Title</b>                                   | <b>Credits</b> |
|--------------------|------------------------------------------------|----------------|
| GEOG 101           | Weather and Climate                            | 4              |
| GEOG 102           | Evolution of the Earth's Surface               | 4              |
| <b>or</b> GEOG 116 | Introduction to Geology                        |                |
| GEOG 201           | Introduction to Climatology                    | 4              |
| GEOG 202           | Introduction to Geomorphology                  | 4              |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4              |
| GEOG 253           | Introduction to Geographic Information Systems | 4              |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

### **Upper-level requirements: 16 credits**

| <b>Course</b>                   | <b>Title</b>                                         | <b>Credits</b> |
|---------------------------------|------------------------------------------------------|----------------|
| GEOG 353                        | GIS Applications                                     | 4              |
| <b>Two of:</b>                  |                                                      | 8              |
| GEOG 302                        | Fluvial Geomorphology                                |                |
| GEOG 303                        | Principles of Hydrology                              |                |
| GEOG 304                        | Coastal Geomorphology                                |                |
| GEOG 307                        | Urban Climatology                                    |                |
| GEOG 308                        | Climate Change and Variability                       |                |
| GEOG 315                        | Soil Process and Function                            |                |
| GEOG 317                        | Biogeography                                         |                |
| <a href="#"><u>GEOG 335</u></a> | <a href="#"><u>Methods in Freshwater Ecology</u></a> |                |
| <b>One of:</b>                  |                                                      | 4              |
| GEOG 402                        | Quaternary Geology and Geomorphology                 |                |
| GEOG 410                        | Plant Ecology                                        |                |
| GEOG 417                        | Wetlands                                             |                |
| <a href="#"><u>GEOG 419</u></a> | <a href="#"><u>Paleoecology</u></a>                  |                |
| GEOG 453                        | Remote Sensing of the Environment                    |                |

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

**2.3 Bachelor of Science, Physical Geography honours:**
**Lower-level requirements: 49 credits**

| <b>Course</b>       | <b>Title</b>                                       | <b>Credits</b> |
|---------------------|----------------------------------------------------|----------------|
| GEOG 101            | Weather and Climate                                | 4              |
| GEOG 102            | Evolution of the Earth's Surface                   | 4              |
| <b>or</b> GEOG 116  | Introduction to Geology                            |                |
| GEOG 140            | Introduction to Human Geography                    | 3              |
| GEOG 201            | Introduction to Climatology                        | 4              |
| GEOG 202            | Introduction to Geomorphology                      | 4              |
| GEOG 211            | Environmental Science                              | 3              |
| GEOG 252            | Explanation in Geography: Quantitative Methods     | 4              |
| GEOG 253            | Introduction to Geographic Information Systems     | 4              |
| STAT 270            | Introduction to Probability and Statistics         | 4              |
| PHYS 101            | Introductory General Physics: Mechanics and Fluids |                |
| <b>or</b> PHYS 111  | Mechanics                                          | 5              |
| <b>One pair of:</b> |                                                    | 10             |
| BIO 111             | Introductory Biology I                             |                |
| <b>and</b> BIO 112  | Introductory Biology II                            |                |
| <b>or</b> CHEM 113  | Principles of Chemistry I                          |                |
| <b>and</b> CHEM 114 | Principles of Chemistry II                         |                |

**Upper-level requirements: 52-56 credits**

| <b>Course</b>      | <b>Title</b>                   | <b>Credits</b> |
|--------------------|--------------------------------|----------------|
| GEOG 302           | Fluvial Geomorphology          | 4              |
| <b>or</b> GEOG 304 | Coastal Geomorphology          |                |
| <b>One of:</b>     |                                | 4              |
| GEOG 303           | Principles of Hydrology        |                |
| GEOG 307           | Urban Climatology              |                |
| GEOG 308           | Climate Change and Variability |                |
| GEOG 315           | Soil Process or Function       | 4              |
| <b>or</b> GEOG 317 | Biogeography                   |                |
| GEOG 353           | GIS Applications               | 4              |

|                        |                                                                                                                                                                                        |      |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| GEOG 354               | Approaches in Human Geography                                                                                                                                                          | 4    |
| <b>One of:</b>         |                                                                                                                                                                                        | 4    |
| GEOG 402               | Quaternary Geology and Geomorphology                                                                                                                                                   |      |
| GEOG 410               | Plant Ecology                                                                                                                                                                          |      |
| GEOG 417               | Wetlands                                                                                                                                                                               |      |
| <u>GEOG 419</u>        | <u>Paleoecology</u>                                                                                                                                                                    |      |
| GEOG 453               | Remote Sensing of the Environment                                                                                                                                                      |      |
| GEOG 433               | Geography of Selected Regions                                                                                                                                                          | 4    |
| <b>One of:</b>         |                                                                                                                                                                                        |      |
| <u>GEOG 396</u>        | <u>Global Development Studies: Canada Internship</u>                                                                                                                                   |      |
| <u>GEOG 398</u>        | <u>Global Development Studies: International Internship</u>                                                                                                                            |      |
| GEOG 452               | Field Methods and Techniques                                                                                                                                                           | 4 -6 |
| <del>or</del> GEOG 470 | Field Studies in Geography                                                                                                                                                             |      |
| GEOG 491               | Honours Research Design and Data Collection (see Note 1)                                                                                                                               | 4    |
| GEOG 493               | Honours Research Project in Physical Geography/GIS                                                                                                                                     | 4    |
| STAT 315               | Applied Regression Analysis (see Note 2)                                                                                                                                               | 3    |
| <u>One course</u>      | Physical geography (GEOG 302, 304, 307, 308, 317, <u>335</u> , <del>401</del> , 402, 410, 417, <u>419</u> , 453)                                                                       |      |
| <u>Elective in:</u>    |                                                                                                                                                                                        |      |
| <b>Plus:</b>           |                                                                                                                                                                                        |      |
| Electives              | Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing science, mathematics, computer science, physics) (see Notes 3 and 4) | 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 as their breadth requirement cannot include MATH 315 as one of their breadth courses.

Note 3: 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: 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).

**For Information BA Program Changes**

**2.4 Bachelor of Arts, Geography major and major concentrations:**

**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                 |
| <b>or</b> GEOG 116       | Introduction to Geology                                        |                   |
| GEOG 140                 | Human Geography                                                | 3                 |
| GEOG 201                 | Introduction to Climatology                                    |                   |
| <b>or</b> GEOG 202       | Introduction to Geomorphology                                  | 4                 |
| GEOG 241                 | Social Geography                                               |                   |
| <b>or</b> GEOG 242       | Economic Geography                                             | 3                 |
| <a href="#">GEOG 252</a> | <a href="#">Explanation in Geography: Quantitative Methods</a> | <a href="#">4</a> |
| <del>GEOG 250</del>      | <del>Introduction to Geographic Techniques</del>               |                   |
| <del>or</del> GEOG 253   | Introduction to Geographic Information Systems                 | 4                 |
| <a href="#">GEOG 252</a> | <a href="#">Explanation in Geography: Quantitative Methods</a> | <a href="#">4</a> |

Note [1](#): One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

[Note 2: As of September 2013, STAT 104 or STAT 106 will be required.](#)

**Upper-level requirements: ~~301~~-[34](#) credits**

| Course      | Title                                                                                                                                                                                                                                                                  | Credits |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| One course: | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">335</a> , 402, 410, 417, <a href="#">419</a> )                                                                                                                                                 | 4       |
| One course: | Human geography (GEOG 311, 312, 314, <a href="#">318</a> , 323, 340, <del>341</del> , 343, 344, 345, 346, 354, 360, 362, <a href="#">364</a> , 411, <a href="#">412</a> , 421, 440, 443, <del>444</del> , <del>445</del> , 447, 460, <del>464</del> , <del>466</del> ) | 4       |
| GEOG 433    | Geography of Selected Regions                                                                                                                                                                                                                                          | 4       |
| One of      |                                                                                                                                                                                                                                                                        |         |

|          |                                                                                                                    |                               |
|----------|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
|          | <a href="#"><u><b>GEOG 396</b></u></a> <a href="#"><u>Global Development Studies: Canada Internship</u></a>        |                               |
|          | <a href="#"><u><b>GEOG 398</b></u></a> <a href="#"><u>Global Development Studies: International Internship</u></a> | <a href="#"><u>4-6</u></a>    |
| GEOG 452 | Field Methods and Techniques                                                                                       |                               |
| GEOG 470 | Field Studies in Geography                                                                                         | <a href="#"><u>4-5</u></a>    |
| Four     | Geography 300/400-level courses                                                                                    | <a href="#"><u>15</u></a> -16 |

## **Bachelor of Arts, Geography major concentrations**

### **Environmental Studies concentration**

#### **Lower-level requirements: 29-30 credits**

| <b>Course</b>      | <b>Title</b>                                   | <b>Credits</b> |
|--------------------|------------------------------------------------|----------------|
| GEOG 101           | Weather and Climate                            | 4              |
| GEOG 102           | Evolution of the Earth's Surface               | 4              |
| <b>or</b> GEOG 116 | Introduction to Geology                        |                |
| GEOG 140           | Human Geography                                | 3              |
| GEOG 201           | Introduction to Climatology                    | 4              |
| GEOG 211           | Environmental                                  |                |
| <b>or</b> BIO 210  | Introduction to Ecology                        | 3-4            |
| GEOG 242           | Economic Geography                             | 3              |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4              |
| GEOG 253           | Introduction to Geographic Information Systems | 4              |

Note [1](#): One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

[Note 2: As of September 2013, STAT 104 or STAT 106 will be required.](#)

#### **Upper-level requirements: [301-337](#) credits**

| <b>Course</b>                  | <b>Title</b>                                                                                                                                                               | <b>Credits</b>             |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| GEOG 311                       | Global Resources and the Environment                                                                                                                                       | 4                          |
| GEOG 312                       | Political Ecology: Nature, Culture, and Place                                                                                                                              |                            |
| <b>or</b> GEOG 343             | Geography of Transitional Societies                                                                                                                                        | 4                          |
| One of:                        | GEOG 303, 307, 308, 317                                                                                                                                                    | 4                          |
| <a href="#"><u>One of:</u></a> | <a href="#"><u>GEOG 314, 315, <a href="#"><u>318</u></a>, 353, 364, 410, 411, <a href="#"><u>412</u></a>, 417, 421, 453, 454; ANTH 468/SOC 468; ECON 361; PHIL 318</u></a> | <a href="#"><u>3-4</u></a> |

|                        |                                                                                                        |                            |
|------------------------|--------------------------------------------------------------------------------------------------------|----------------------------|
| GEOG 433               | Geography of Selected Regions                                                                          | 4                          |
| <u>One of:</u>         |                                                                                                        |                            |
| <b><u>GEOG 396</u></b> | <u>Global Development Studies: Canada Internship</u>                                                   |                            |
| <b><u>GEOG 398</u></b> | <u>Global Development Studies: International Internship</u>                                            |                            |
| <b><u>GEOG 452</u></b> | <u>Field Methods and Techniques</u>                                                                    | -                          |
| <b><u>GEOG 470</u></b> | <u>Field Studies in Geography</u>                                                                      | <u>4-6</u>                 |
| <del>One of:</del>     | <del>GEOG 314, 315, 353, 364, 410, 411, 417, 421, 453, 454; ANTH 468/SOC 468; ECON 361; PHIL 318</del> | <del>3-4</del>             |
| Elective(s)            | Geography 300/400-level course(s)                                                                      | <u>4-108-</u><br><u>12</u> |

### **Geographic Information Systems concentration**

#### **Lower-level requirements: 26 credits**

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

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

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.

#### **Upper-level requirements: ~~30~~33 credits**

| <b>Course</b> | <b>Title</b>                                                                                                                      | <b>Credits</b> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------|
| GEOG 353      | GIS Applications                                                                                                                  | 4              |
| GEOG 354      | Approaches in Human Geography                                                                                                     | 4              |
| One course:   | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <u>335</u> , 402, 410, 417, <u>419</u> )                              | 4              |
| One course:   | Human geography (GEOG 311, 312, 314, 323, 340, <del>341</del> , 343, 344, 345, 346, 360, 362, <u>364</u> , 411, <u>412</u> , 421, | 4              |



|                        |                                                                                         |                    |
|------------------------|-----------------------------------------------------------------------------------------|--------------------|
|                        | 440, 443, <del>444</del> , <del>445</del> , 447, 460, <del>464</del> , <del>466</del> ) |                    |
| <b>One course:</b>     | <b>Geography 300/400-level course</b>                                                   | <b>3-4</b>         |
| GEOG 433               | Geography of Selected Regions                                                           | 4                  |
| GEOG 453               | Remote Sensing of the Environment                                                       |                    |
| <b>or</b> GEOG 454     | Geospatial Data Analysis and Modeling                                                   | 4                  |
| <b>One of:</b>         |                                                                                         |                    |
| <b><u>GEOG 396</u></b> | <b><u>Global Development Studies: Canada Internship</u></b>                             |                    |
| <b><u>GEOG 398</u></b> | <b><u>Global Development Studies: International Internship</u></b>                      |                    |
| GEOG 452               | Field Methods and Techniques                                                            |                    |
| GEOG 470               | Field Studies in Geography                                                              | 4-6                |
| <b>One course:</b>     | <b>Geography 300/400-level course</b>                                                   | <b><u>23-4</u></b> |

### **International Studies concentration**

#### **Lower-level requirements: 29 credits**

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

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

Note 2: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

**Note 3: As of September 2013, STAT 104 or STAT 106 will be required.**

**Upper-level requirements: ~~32-37~~30-34 credits**

| <b>Course</b>  | <b>Title</b>                                                                                                            | <b>Credits</b>     |
|----------------|-------------------------------------------------------------------------------------------------------------------------|--------------------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <del>335</del> , 402, 410, 417, <del>419</del> )            | 4                  |
| One of:        | GEOG 312, 340, 343, 447                                                                                                 | 4                  |
| One of:        | GEOG 314, 362, 421, 443, <del>464</del> , <del>466</del> ; HIST 314, 357, 385, 464; LAS 312; ANTH/LAS/SOC 310, 363, 463 | 4                  |
| One of:        | GEOG 311, 323, <del>341</del> , 346, <del>364</del>                                                                     | 4                  |
| GEOG 433       | Geography of Selected Regions                                                                                           | 4                  |
| <u>One of:</u> |                                                                                                                         |                    |
|                | <del>GEOG 396</del> <u>Global Development Studies: Canada Internship</u>                                                |                    |
|                | <del>GEOG 398</del> <u>Global Development Studies: International Internship</u>                                         |                    |
| GEOG 452       | Field Methods and Techniques                                                                                            |                    |
| GEOG 470       | Field Studies in Geography                                                                                              | 4- <del>56</del>   |
| Elective(s)    | Geography 300/400-level course(s)                                                                                       | <del>48-81</del> 2 |

**Physical Geography concentration**

**Lower-level requirements: 29 credits**

| <b>Course</b>      | <b>Title</b>                                   | <b>Credits</b> |
|--------------------|------------------------------------------------|----------------|
| GEOG 101           | Weather and Climate                            | 4              |
| GEOG 102           | Evolution of the Earth's Surface               | 4              |
| <b>or</b> GEOG 116 | Introduction to Geology                        |                |
| GEOG 140           | Human Geography                                | 3              |
| GEOG 201           | Introduction to Climatology                    |                |
| <b>or</b> GEOG 202 | Introduction to Geomorphology (see Note 1)     | 4              |
| GEOG 211           | Environmental Science                          | 3              |
| GEOG 241           | Social Geography                               |                |
| <b>or</b> GEOG 242 | Economic Geography                             | 3              |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4              |
| GEOG 253           | Introduction to Geographic Information Systems | 4              |

Note 1: GEOG 202 is required for GEOG 302, 304, 402.

Note 2: One of STAT 104, STAT 106, or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 3: As of September 2013, STAT 104 or STAT 106 will be required.

**Upper-level requirements: 32-~~34~~ credits**

| Course                 | Title                                                                                                                                                                                                                          | Credits      |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| GEOG 353               | GIS Applications                                                                                                                                                                                                               | 4            |
| One course:            | Human geography (GEOG 311, 312, 314, 323, 340, <del>341</del> , 343, 344, 345, 346, 354, 360, 362, <u>364</u> , 411, <u>412</u> , 421, 440, 443, <del>444</del> , <del>445</del> , 447, 460, <del>464</del> , <del>466</del> ) | 4            |
| One of:                | GEOG 302, 304, 402                                                                                                                                                                                                             | 4            |
| One of:                | GEOG 303, 307, 308                                                                                                                                                                                                             | 4            |
| One of:                | GEOG 315, 317, 410, 417, <u>419</u>                                                                                                                                                                                            | 4            |
| Elective in:           | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <u>335</u> , 402, 410, 417, <u>419</u> )                                                                                                                           | 4            |
| GEOG 433               | Geography of Selected Regions                                                                                                                                                                                                  | 4            |
| <u>One of:</u>         |                                                                                                                                                                                                                                |              |
| <u><b>GEOG 396</b></u> | <u>Global Development Studies: Canada Internship</u>                                                                                                                                                                           |              |
| <u><b>GEOG 398</b></u> | <u>Global Development Studies: International Internship</u>                                                                                                                                                                    |              |
| GEOG 452               | Field Methods and Techniques                                                                                                                                                                                                   |              |
| GEOG 470               | Field Studies in Geography                                                                                                                                                                                                     | 4- <u>56</u> |

**Urban Studies concentration**

**Lower-level requirements: 25-26 credits**

| Course             | Title                                          | Credits |
|--------------------|------------------------------------------------|---------|
| GEOG 101           | Weather and Climate                            | 4       |
| GEOG 102           | Evolution of the Earth's Surface               | 4       |
| <b>or</b> GEOG 116 | Introduction to Geology                        |         |
| GEOG 140           | Human Geography                                | 3       |
| GEOG 241           | Social Geography                               | 3       |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4       |
| GEOG 253           | Introduction to Geographic Information Systems | 4       |
| <b>Two of:</b>     | GEOG 201, 202, 211, <u>214</u>                 | 3-4     |

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

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

Note 3: As of September 2013, STAT 104 or STAT 106 will be required.

**Upper-level requirements: ~~302-327~~ credits**

| Course                 | Title                                                                           | Credits       |
|------------------------|---------------------------------------------------------------------------------|---------------|
| <u>One of:</u>         | <u>GEOG 360, 460, 464, 466</u>                                                  | <u>4</u>      |
| <del>GEOG 360</del>    | <del>Introduction to Regional and Community Planning</del>                      |               |
| <del>or GEOG 460</del> | <del>Practicum in Planning</del>                                                | <u>4</u>      |
| GEOG 433               | Geography of Selected Regions                                                   | <u>4</u>      |
| <u>One of:</u>         |                                                                                 |               |
| <del>GEOG 452</del>    | <del>Field Methods and Techniques</del>                                         | -             |
| <del>GEOG 470</del>    | <del>Field Studies in Geography</del>                                           | <u>4-56</u>   |
| One of:                | GEOG 314, <u>318</u> , <del>341</del> , <del>or</del> 362, <u>or</u> <u>364</u> | <u>4</u>      |
| One of:                | GEOG 344, 440, <del>444</del> ; SOC 325/ANTH 325                                | <u>4</u>      |
| One of:                | GEOG 303, 307, 308, <del>335</del> , 317, 417                                   | <u>4</u>      |
| GEOG 433               | Geography of Selected Regions                                                   | <u>4</u>      |
| <u>One of:</u>         |                                                                                 |               |
| <u>GEOG 396</u>        | <u>Global Development Studies: Canada Internship</u>                            |               |
| <u>GEOG 398</u>        | <u>Global Development Studies: International Internship</u>                     |               |
| <u>GEOG 452</u>        | <u>Field Methods and Techniques</u>                                             | -             |
| <u>GEOG 470</u>        | <u>Field Studies in Geography</u>                                               | <u>4-6</u>    |
| Elective(s)            | Geography 300/400-level course(s)                                               | <u>48-812</u> |

**2.5 Bachelor of Arts, Geography Honours:**

**Lower-level requirements: 26 credits**

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

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

Note 2: As of September 2013, STAT 104 or STAT 106 will be required.

**Upper-level requirements: 47-49 credits**

| Course                 | Title                                                                                                                                                                                                | Credits            |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| GEOG 354               | Approaches in Human Geography                                                                                                                                                                        | 4                  |
| One course:            | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <del>335, 401</del> , 402, 410, 417, <del>419</del> )                                                                                    | 4                  |
| One course:            | Human geography (GEOG 311, 312, 314, 340, <del>341</del> , 343, 344, 345, 346, 360, 362, <del>364</del> , 411, <del>412</del> , 421, 440, 443, <del>444, 445</del> , 447, 460, <del>464, 466</del> ) | 4                  |
| GEOG 433               | Geography of Selected Regions                                                                                                                                                                        | 4                  |
| <u>One of:</u>         |                                                                                                                                                                                                      |                    |
| <u><b>GEOG 396</b></u> | <u>Global Development Studies: Canada Internship</u>                                                                                                                                                 |                    |
| <u><b>GEOG 398</b></u> | <u>Global Development Studies: International Internship</u>                                                                                                                                          |                    |
| GEOG 452               | Field Methods and Techniques                                                                                                                                                                         |                    |
| GEOG 470               | Field Studies in Geography                                                                                                                                                                           | 4- <del>6</del> 5  |
| GEOG 491               | Honours Research Design and Data Collection (see Note 1)                                                                                                                                             | 4                  |
| GEOG 492               | Honours Research Project                                                                                                                                                                             | 4                  |
| Electives              | Upper-level Geography ( <u>two to</u> three courses)                                                                                                                                                 | <del>8</del> 11-12 |

**Plus:**

Three upper-level Arts/Sciences courses to be completed in a single discipline, such as biology, history, sociology, etc. (see Note 2) 9-12

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: Students planning to apply for a Bachelor of Arts Geography Honours should consult carefully with the Arts Advice Centre to ensure they satisfy any lower-level prerequisites for upper-level courses they expect to take to satisfy this requirement.

Note 3: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.

**Rationale for Changes to the Associate of Arts, Media and Communication Studies option**

Some light copy-editing was done to enhance readability and update references. CMNS 180 and ENGL 208 were added to the choices to increase options for students, make it easier for them to transfer between the MACS minor, extended minor and associate of arts, and allow them to complete the requirements for the associate of arts in a timely manner. (A more detailed explanation for the addition of these two courses in the “Rationale for Changes to the MACS Minor and Extended Minor.”)

Campus Wide Consultation:

Elaine Harris

Comment: I have no concerns, except I think it was better for a formal publication to list the full names of the universities rather than the abbreviations e.g. UBC, SFU. It is also better for students from other provinces and countries, as they may not be familiar with these abbreviations.

Eric Spalding:

Response: I agree that it makes sense to spell out the names of the universities. Thank you and best regards!

## Media and Communication Studies

[ufv.ca/arts](http://ufv.ca/arts)

Field Code Changed

### Associate of Arts degree — Media and Communication Studies option

The Associate of Arts, Media and Communication Studies option, focuses on the study of information — how it is created, packaged, ~~shared~~, distributed, ~~consumed~~, and used.

You will learn about ~~all-different~~ media ~~industries~~, including ~~the internet~~ social networks, and how they are changing. You will learn how ~~you are affected by~~ advertising and other commercial images ~~affect you~~, how Canadians “fit” into the global village, ~~and what it means to be literacy-literate~~ in the new media ~~means~~; in short, ~~you will learn~~ how your life and ~~your~~ society are changing in response to innovations in communication.

Students seeking careers in the technical areas of media production will find these courses very valuable, but will need courses from elsewhere to provide instruction in the mechanics of production. For example, while the ~~film-music~~ industry ~~in Canada~~ is studied, ~~film-making~~ sound recording is not.

Graduates of the Associate of Arts, Media and Communication Studies option, are prepared to seek employment, to transfer to one of the many degree programs in Canada, or to ladder into the Bachelor of Arts (~~MACS minor or extended minor~~) at UFV.

Field Code Changed

### Careers in Media and Communication

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People with degrees in Communication find work in a variety of fields, ~~including such as: media management or research, training or consulting connected with communication industries; media production, analysis or criticism; advertising and public relations; human relations and management, research or policy development in government (related, for example, to the introduction of new technologies); research in international development; public education, advertising, or marketing. A bachelor's degree is also appropriate preparation for graduate work in a variety of other disciplines. They can also go on to graduate school.~~

### Entrance requirements

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See the [Associate of Arts degree section](#) for details on entrance requirements and application procedures.

Field Code Changed

### General requirements

60 credits of 100- and 200-level courses. A minimum of 15 credits must be completed at UFV.

Each course must be transferable to one of Simon Fraser University, University of British Columbia (~~Vancouver or Okanagan campus~~), University of Northern British Columbia,

or University of Victoria. -Transferability of courses can be found on the B.C. Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca). No course will be used to meet more than one of the following specific requirements.

Field Code Changed

Graduation requires a cumulative GPA of 2.0 or higher calculated on all courses that could apply to the program.

#### Specific requirements

| Course                                               | Title                                          | Credits   |
|------------------------------------------------------|------------------------------------------------|-----------|
| <b>6 credits in English or Communications:</b>       |                                                |           |
| ENGL 105–170 or CMNS 125, 155, 251                   |                                                | 6         |
| <b>9 credits in Science:</b>                         |                                                |           |
| Mathematics, Computing Science, or Statistics course |                                                | 3-4       |
| Lab science 100-level course                         |                                                | 3-4       |
| Science elective 100- or 200-level course            |                                                | 3-4       |
| <b>36 credits in Arts:</b>                           |                                                |           |
| MACS 110                                             | Introduction to Communication Theory           | 3         |
| MACS 130                                             | Mass Communication in Canada                   | 3         |
| MACS                                                 | 200-level courses, <b>CMNS 180 or ENGL 208</b> | 15        |
| Humanities                                           | 100-level courses (other than English)         | 9         |
| Arts elective                                        | 100- or 200-level course                       | 3         |
| Arts elective                                        | 200-level course                               | 3         |
| <b>9 credits in Arts, Science, or other areas</b>    |                                                | 9         |
| <b>Total</b>                                         |                                                | <b>60</b> |

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#### Subject areas

Please see [this section](#) for a list of the subject areas which apply to Associate of Arts program categories.

Field Code Changed

#### Course listings

For complete details on courses see the [course descriptions](#) section.

Field Code Changed



### **Rationale for Changes to the MACS Minor and Extended Minor**

#### *Elimination of MACS 255, 355 and 356*

MACS 255 Introduction to Social Research, MACS 355 Quantitative Research Methods, and MACS 356 Qualitative Research Methods will no longer be required of students taking the MACS minor. MACS 355 Quantitative Research Methods and MACS 356 Qualitative Research Methods will no longer be required of students taking the extended minor. However, they can still choose to count these courses towards the MACS minor and extended minor.

The elimination of the three research courses brings the MACS minor into line with the other minors in the Social, Cultural and Media Studies department, which do not require them. As for the extended minor, MACS is following the lead of the extended minor in Latin American studies. The assumption is that requiring upper-level research courses is more fitting of *majors* in programs preparing students for research in the social sciences and humanities.

The elimination of these courses will make it easier for students to progress through the MACS minor or extended minor without undue delays.

#### *Addition of Several Courses*

The addition of these courses will give more options for students in the MACS minor or extended minor.

- CMNS/JRNL 300 Introduction to the Practice of Journalism and CMNS/JRNL 301 Advanced Practice of Journalism were both added because they are logical follow-ups to JRNL/MACS 235 Introduction to Journalism in Canada. Students who have taken JRNL/MACS 235 might sensibly wish to take the related upper-level journalism courses.
- ENGL 208 Creative Writing: Screenwriting was added because such a course can help students increase their familiarity with the media through learning how to write for the media.
- ENGL 378 Creative Writing: Advanced Screenwriting seemed like a natural follow-up to ENGL 208. MACS instructor Eric Spalding took the equivalent of ENGL 208 and 378 as an undergraduate student and found that these courses increased his familiarity with the form and content of audiovisual texts.
- As for FILM 110 Introduction to Cinema, it makes sense as an addition given that its upper-level counterpart, FILM 310 Introduction to Film Theory, is already an acceptable option for the MACS minor and extended minor. Again, Eric Spalding took an introductory film course as an undergraduate student and found it relevant to his studies in communication.

#### *Elimination of Three Lower-Level Credits from the MACS Minor*

The minors for anthropology, sociology and Latin American studies only require 9 lower-level credits. The elimination of three credits from the lower-level requirements

for the MACS minor brings the latter closer to the other minors in Social, Cultural and Media Studies (12 lower-level credits instead of 15).

*Elimination of Three Upper-Level Credits from the MACS Extended Minor*

An extended minor usually has the same upper-level requirements as the minor. The elimination of three upper-level credits brings the MACS extended minor into line with other extended minors at UFV.

Media and Communication Studies

[ufv.ca/scms](http://ufv.ca/scms)

Media and Communication Studies extended minor

The MACS extended minor is an appropriate complement to several majors offered at UFV. For example, students ~~may wish to~~can combine it with the Sociology or Sociology/Anthropology majors offered by Social, Cultural, and Media Studies, or with an English or Visual Arts major.

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Fine Arts](#) section for information on additional requirements.

Lower-level requirements: 18 credits

| Course   | Title                                        | Credits |
|----------|----------------------------------------------|---------|
| MACS 110 | Introduction to Communication Theory         | 3       |
| MACS 130 | Mass Communication in Canada                 | 3       |
| MACS 255 | Introduction to Social Research (see Note 2) | 3       |

**Plus:**

~~A minimum of six additional credits chosen from any 100- or 200-level MACS course~~ **6**

~~Nine~~Three additional credits chosen from any 100- or 200-level MACS course, **93**  
CMNS 180, ENGL 208 or FILM 110.

~~Nine additional credits chosen from any 100- or 200-level MACS course or CMNS 180~~

Upper-level requirements: ~~19-15~~ credits

| Course                 | Title                                                 | Credits  |
|------------------------|-------------------------------------------------------|----------|
| <del>MACS 355</del>    | <del>Quantitative Research Methods (see Note 3)</del> |          |
| <del>or MACS 356</del> | <del>Qualitative Research Methods (see Note 3)</del>  | <b>4</b> |

**Plus:**

A minimum of ~~12 additional~~8 credits chosen from any 300- or 400-level MACS course **128**

~~Three~~Seven or ~~four~~eight additional credits from any 300- or 400-level MACS course, or from the following ~~electives~~options: ANTH 401, AH 316,

CMNS/JRNL 300, CMNS/JRNL 301, CMNS 312, CMNS 360, CMNS 412, CRIM 416, ENGL 378, FILM 310, FILM/JRNL/VA 365, PHIL 323, SOC 335,

~~VA 365~~

Note 1: Students combining a Sociology or Sociology/Anthropology major with a MACS extended minor may count MACS courses towards either the major or the extended minor, but not both. Students pursuing this combination should consult with the Arts Advice Centre for appropriate course selection.

Note 2: Students counting MACS 255 for their major may substitute for this requirement a minimum of three credits from any of the other lower-level courses accepted towards the MACS extended minor.

~~Note 3: Students counting MACS 355 or 356 for their major may substitute for this requirement a minimum of four additional credits from any of the other upper-level courses accepted towards the MACS extended minor.~~

-Media and Communication Studies minor

This section specifies the minor discipline requirements only. Please refer to the [Bachelor of Arts](#) or [Bachelor of Fine Arts](#) section for information on additional requirements.

Lower-level requirements: ~~15-12~~ credits

| Course                  | Title                                                                                   | Credits       |
|-------------------------|-----------------------------------------------------------------------------------------|---------------|
| MACS 110<br>or MACS 130 | Introduction to Communication Theory<br>Mass Communication in Canada                    | 3             |
| <del>MACS 255</del>     | <del>Introduction to Social Research (see Note 2)</del>                                 | <del>3</del>  |
| <b>Plus:</b>            |                                                                                         |               |
|                         | <del>A minimum of six additional credits from any 100- or 200-level MACS course</del>   | <del>6</del>  |
|                         | <del>Nine-Three additional credits chosen from any 100- or 200-level MACS course,</del> | <del>93</del> |
|                         | <del>or CMNS 180, ENGL 208 or FILM 110.</del>                                           |               |

Upper-level requirements: 15 credits

| Course                 | Title                                                                                                                                                                                                                                                                                                                                       | Credits          |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <del>MACS 355</del>    | <del>Quantitative Research Methods (see Note 3)</del>                                                                                                                                                                                                                                                                                       |                  |
| <del>or MACS 356</del> | <del>Qualitative Research Methods (see Note 3)</del>                                                                                                                                                                                                                                                                                        | <del>4</del>     |
| <b>Plus:</b>           |                                                                                                                                                                                                                                                                                                                                             |                  |
|                        | A minimum of eight <del>additional</del> credits chosen from any 300- or 400-level MACS course                                                                                                                                                                                                                                              | 8                |
|                        | <del>Three-Seven or four-eight additional credits from any 300- or 400-level MACS course, or from the following</del> <del>electivesoptions:</del> ANTH 401, AH 316, CMNS/JRNL 300, CMNS/JRNL 301, CMNS 312, CMNS 360, CMNS 412, CRIM 416, <del>ENGL 378,</del> FILM 310, <del>FILM/JRNL/VA 365,</del> PHIL 323, SOC 335, <del>VA 365</del> | <del>37-48</del> |

Note ~~1~~: Students combining a Sociology or Sociology/Anthropology major with a MACS minor may count MACS courses towards either the major or the minor, but not both. Students pursuing this combination should consult with the Arts Advice Centre for appropriate course selection.

~~Note 2: Students counting MACS 255 for their major may substitute for this requirement a minimum of three credits from any of the other lower level courses accepted towards the MACS minor.~~

~~Note 3: Students counting MACS 355 or 356 for their major may substitute for this requirement a minimum of four additional credits from any of the other upper level courses accepted towards the MACS minor.~~

**Rationale for Changes to the Sociology Extended Minor**

*Summary of Changes:*

- Removal of requirement for Math 104 or 106 (4 credits)
- Addition of requirement for one additional lower level Sociology elective (3 credits) or Math 104 or 106 (4 credits)

*Rationale for Changes:*

Most students pursuing the Sociology Extended Minor do not intend to continue on to graduate studies in sociology or to work as social researchers. They are interested in sociological ideas and content, but not “professional tools.” Forcing them to take statistics is an unwarranted burden that waters down the sociological content of their degree. On the other hand, some extended minor students may feel that taking Math 104 or 106 is to their advantage, particularly if they are considering going on to the Sociology or Sociology-Anthropology major. For this reason, it is preserved as an option in the extended minor.

These changes will make it easier for many students to progress through the Sociology Extended Minor.

### **Sociology extended minor**

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#).

#### **Lower-level requirements: 18 – 19 credits**

#### **18 – 19 lower-level credits as follows:**

| Course                                                      | Title                              | Credits      |
|-------------------------------------------------------------|------------------------------------|--------------|
| SOC 101                                                     | Introductory Sociology             | 3            |
| SOC 201                                                     | Key Ideas in Sociology             | 3            |
| SOC 255/ ANTH 255/ MACS 255                                 | Introduction to Social Research    | 3            |
| Two <del>additional</del>                                   | Sociology electives (six credits)  | 6            |
| <u>One additional Sociology elective or Math 104 or 106</u> |                                    | <u>3 - 4</u> |
| <del>MATH 104</del>                                         | <del>Introductory Statistics</del> | <del>4</del> |
| <del>or MATH 106</del>                                      | <del>Statistics I</del>            |              |

#### **Upper-level requirements: 16 credits**

At least 16 upper-level credits in Sociology (see Note).

Note: No more than nine credits may be in the internship courses SOC 396/GDS 310/GEOG 396 and SOC 398/GDS 311/GEOG 398.

### **Combined Anthropology and Sociology extended minors**

Students taking more than one SCMS program (Anthropology, Latin American Studies, Media and Communication Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC 255/ANTH 255/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower- and upper-level credits for each major/extended minor/minor by taking additional courses in the specific discipline.

To: College of Arts Curriculum Committee  
From: Visual Arts Program Committee  
Date: 11/23/2012  
Re: Graphic and Digital Design Minor and Extended Minor: Change to Program Requirements

**Proposal**

The Visual Arts program committee wishes to alter the lower level requirements in the Graphic and Digital Design minor and extended minor to include AH 203 History of Posters: The Power of Persuasion as a course choice along with GD 102 History of Graphic Design.

**Rationale**

These two programs were designed to include GD 102 History of Graphic Design. However, this course has never been offered, and AH 203 History of Posters has been regularly offered as a substitute to provide the historical and theoretical content required for the programs.

Students will be taking more than 12 credits of lower level Graphic Design simply to obtain the necessary pre-requisites for upper level courses. By providing an alternative to GD 102 as a program elective requirement, we can minimize the spread of courses required at the lower level, as well as potentially increasing subscription to AH 203.

**Budget Implications**

This change has no direct implication for the budget. If anything, it will have a positive outcome by potentially improving fill rates in AH 203.

**CW Consult Feedback**

Rhonda Colwell suggested revisions to proposed format and wording for clarity; these suggestions were implemented.

**Paula Funk**

BFA Educational Advisor

Phone: 604-504-7441, x4406

Office: C 1402A, Abbotsford Campus





**Graphic and Digital Design  
Minor and Extended Minor Program**

| <b>Graphic and Digital Design</b>                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Credits</b> |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Extended Minor</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>36</b>      |
| Lower level: <u>21 credits</u>                                                                                                | <ul style="list-style-type: none"> <li>GD 102 or AH 203</li> <li>Three credits chosen from any 100- or 200-level AH or 100- or 200-level MACS courses</li> <li>12 credits of 100- or 200-level GD courses</li> <li>Three credits chosen from any 100- or 200-level GD courses or VA 113, VA 115, VA 117, VA 180, CIS 100, CIS 104, CIS 115, CIS 141, CIS 145, CIS 146, CIS 160, CIS 162, or CIS 165</li> </ul> <p><del>12 credits of 100- or 200-level GD courses and 6 credits chosen from GD 102, or any 100- or 200-level AH courses, or any 100- or 200-level MACS courses and Remaining credits chosen from any 100- or 200-level GD courses or elective list</del></p> | 21             |
| Upper level: <u>15 credits</u>                                                                                                | 15 credits of 300- or 400- level GD courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15             |
| <b>Minor</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>27</b>      |
| Lower level: <u>12 credits</u>                                                                                                | <ul style="list-style-type: none"> <li>GD 102 or AH 203</li> <li>Six credits of 100- or 200-level GD courses</li> <li>Three credits chosen from any 100- or 200-level GD courses or VA 113, VA 115, VA 117, VA 180, CIS 100, CIS 104, CIS 115, CIS 141, CIS 145, CIS 146, CIS 160, CIS 162, or CIS 165</li> </ul> <p><del>Minimum of 6 GD credits and 3 credits chosen from GD 102, any 100- or 200-level AH course, or any 100- or 200-level MACS course and Remaining 3 credits may be chosen from any 100- or 200-level GD courses or elective list</del></p>                                                                                                             | 12             |
| Upper level: <u>15 credits</u>                                                                                                | 15 credits 300- or 400-level GD courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15             |
| <b>Elective List</b>                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |
| <del>VA 113, VA 115, VA 117, VA 180, CIS 100, CIS 104, CIS 115, CIS 141, CIS 145, CIS 146, CIS 160, CIS 162, or CIS 165</del> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                |

**VA Major; Addition to Creative Writing Electives**

**Proposal**

The Visual Arts program committee wishes to expand the BFA-related elective options in the area of Creative Writing from four to 16 courses. Proposed course additions include ENGL 104, 165, 208, 302, 303, 311, 313, 315, 317, 377, 378, and 381.

**Rationale**

This change reflects expansion that has occurred in the area of Creative Writing since the launch of the BFA degree in 2008. Since then, the Creative Writing minor and extended minor have also been implemented. There is now a wide array of Creative Writing courses being offered, all of which should be available to BFA students in selecting courses to meet their BFA-related elective requirements.

**Budget Implications**

There are no perceived budget implications to the Visual Arts major program. Any budget implications related to the addition of these courses will have been considered either when the courses themselves were launched, or when the Creative Writing program was expanded. The option to utilize these courses in meeting BFA-related elective requirements will expand the pool of students who fill seats in these courses.

**Visual Arts major**

**Electives: 24 credits**

The elective credits in the Visual Arts major must encompass the following criteria:

- Three credits must be upper-level.
- Six credits must be from BFA-related disciplines: Film Studies, Theatre, Graphic Design, Fashion Design, or MACS; LAS 100 or 206; ENGL 104, 165, 208, ENGL 211, 212, 213, ~~or~~ 215, 302, 303, 311, 313, 315, 317, 377, 378, or 381; or CIS 145, 146, 160, 162, 165, 180, 185, 245, or 262.

**Rationale - Proposed Changes to Visual Arts Extended Minor,  
Fall 2012**

The Visual Arts program committee would like to propose changes to the extended minor in order to ensure that students are conceptually and technically competent in at least two studio disciplines upon graduation. Changes were introduced to this end a few years ago, but the wording has been loosely interpreted, leaving students lacking in sufficient training in two complete disciplines. This program revision requires that students choose specifically from a short-list of courses that follow sequentially from studio I through IV in two of the available core studio disciplines.

This change will also make several of the previous notes unnecessary, thereby creating cleaner, more accessible calendar copy.

**Feedback**

Sept 13 – Jacqueline Nolte, College of Arts

Queried whether this would increase the total number of credits required in the VA Ext Minor & whether this would affect the breadth requirements

Sept 14 – Paula Funk, BFA Educational Advisor

Confirmed there would be no change to the credit count for the VA Ext Minor – only a more specific designation of which ‘VA’ courses could be used to meet the program requirements

### Proposed Changes to Visual Arts Extended Minor, Fall 2012

| Existing Calendar Copy                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Visual Arts Extended Minor: 37 credits |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |
| <b>Lower Level:</b><br>21 Credits      | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 100- or 200-level AH courses (see Note 2)                                                   |
|                                        | 9 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Lower-level Visual Arts in at least two studio disciplines (see Note 3)                     |
|                                        | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Any 100- or 200-level VA, AH, FILM, or MACS courses, or IPK 277 (maximum 3 credits in MACS) |
|                                        | <p>Note 1: In order to be eligible to take the required upper-level courses, student must ensure they complete the appropriate lower-level pre-requisites</p> <p>Note 2: Students completing a double extended minor in Visual Arts and Art History will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications</p> <p>Note 3: Available studio disciplines are Painting and Drawing, Sculpture, Print Media, Photography, and New Media</p> |                                                                                             |
| <b>Upper Level:</b><br>16 credits      | 4 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 300- or 400-level Art History                                                               |
|                                        | 12 credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 300- or 400-level VA courses in at least two studio disciplines                             |
|                                        | <p>Note 1: The prerequisite for Visual Arts Independent Study is permission of the program head and instructors based on portfolio review</p> <p>Note 2: Available studio disciplines are Painting and Drawing, Sculpture, Print Media, Photography, and New Media</p>                                                                                                                                                                                                                                                                  |                                                                                             |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |

| Suggested Amendments                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Visual Arts Extended Minor: 37 credits |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                 |
| <b>Lower Level:</b><br>21 credits      | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                       | 100- or 200-level AH courses (see Note 2)                       |
|                                        | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                       | Chosen from VA 223, VA 231, VA 251, VA 271, and VA 283          |
|                                        | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                       | Chosen from VA 224, VA 232, VA 252, VA 271, and VA 283          |
|                                        | 3 credits                                                                                                                                                                                                                                                                                                                                                                                                       | Any 100- or 200-level VA, AH, FILM, or MACS courses, or IPK 277 |
| <b>Upper Level:</b><br>16 credits      | <p>Note 1: In order to be eligible to take the required upper-level courses, student must ensure they complete the appropriate lower-level pre-requisites</p> <p>Note 2: Students completing a double extended minor in Visual Arts and Art History will be permitted to substitute lower-level FILM or MACS courses for lower-level AH, if necessary to complete program requirements without duplications</p> |                                                                 |
|                                        | 4 credits                                                                                                                                                                                                                                                                                                                                                                                                       | 300- or 400-level Art History                                   |
|                                        | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                       | Chosen from VA 321, VA 331, VA 351, VA 371, and VA 383          |
|                                        | 6 credits                                                                                                                                                                                                                                                                                                                                                                                                       | Chosen from VA 322, VA 332, VA 352, VA 372, and VA 384          |

Change to Calendar copy:

Rationale:

The list is outdated and we would like to reflect the subject areas that can be used in the BA without any restrictions.

Current calendar copy:

**You must complete a minimum of 120 credits of which 65 must be in Arts. At least 30 of these credits must be at the 300/400 level in Arts. For the purpose of meeting the 65 credits in Arts, students may choose courses from the following list of subjects:**

- Anthropology, art history, communications (CMNS 155 and above), criminology/criminal justice (excluding CRIM 201, 202, and 203), economics, English, film, geography, history, international studies, Latin American studies, mathematics/statistics, media and communication studies, modern languages, philosophy, political science, psychology, religious studies, sociology, theatre, and visual arts.

Proposed revision:

You must complete a minimum of 120 credits of which 65 must be in Arts. At least 30 of these credits must be at the 300/400 level in Arts. For the purpose of meeting the 65 credits in Arts, students may choose courses from the following list of subjects:

- Anthropology, art history, communications, criminology/criminal justice (excluding CRIM 201, 202, and 203), economics, English, **fashion design**, film, geography, **global development studies**, history, international studies, Latin American studies, **linguistics**, **mathematics, statistics**, media and communication studies, modern languages, **music**, philosophy, political science, psychology, religious studies, sociology, theatre, visual arts, and **women's studies**.

#

#

To: College of Arts Curriculum Committee  
From: BFA Program Committee  
Date: 11/23/2012  
Re: BFA Program Change: Addition to General Requirements

**Proposal**

The BFAPC wishes to limit the combination of Art History and Media and Communication Studies extended minors in the BFA degree. Please see attachment for changes to calendar copy.

**Rationale**

Due to the theoretical focus of Art History and Media and Communications Studies, combination of these two extended minors is best suited to the Bachelor of Arts degree. In order to maintain the focus of the BFA degree, the program should contain at least one creative practice discipline chosen from Creative Writing, Fashion, Graphic and Digital Design, Theatre, or Visual Arts.

**Budget Implications**

There are no perceived budget implications, as it really is just re-herding sheep into a different fold.

**CW Consult Feedback**

There was no feedback on this proposal.

**Paula Funk**

BFA Educational Advisor

Phone: 604-504-7441, x4406

Office: C 1402A, Abbotsford Campus

**BFA Degree****Double extended minor requirements**

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

- [Art History \(see note\)](#)
- [Creative Writing](#)
- [Fashion](#)
- [Graphic and Digital Design](#)
- [Media and Communication Studies \(see note\)](#)
- [Theatre](#)
- [Visual Arts](#)

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

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

- **Visual Literacy:** At least 3 credits from ENGL 165, ENGL 377, any Film Studies course, any Graphic Design course, or any Visual Arts course.
- **Performative Literacy:** At least 3 credits from ENGL 211, ENGL 381, or any Theatre course except THEA 201, THEA 202, or THEA 401.
- **Historical/Critical Literacy:** At least 3 credits from any Art History course, ENGL 115, ENGL 264, ENGL 364, or ENGL 373, FD 193, IPK 277, any MACS course, PHIL 250, PHIL 251, PHIL 252, THEA 201, THEA 202, or THEA 401.

Students admitted to the degree should seek advice from the ~~Visual Arts program~~ [BFA Educational Advisor](#) regarding requirements. Declarations should be made with the ~~Visual Arts program~~ [BFA Educational Advisor](#) when lower-level requirements for each extended minor have been completed, and at least 30 credits have been completed.



**Re:** Addition of ARTS 100 to Writing and Reasoning Requirements  
**Attached:** Calendar Copy with Revisions

**Proposal**

The BFAPC wishes to add ARTS 100 as a choice for completing the Writing Requirement and the Reasoning Requirement in the BFA degree.

**Rationale**

ARTS 100 is a 9-credit course that has been implemented over the past year, incorporating learning outcomes from ENGL 105, PHIL 100 and a rotating liberal arts course. BFA general requirements need to be updated to allow BFA students who take this course to apply them to their degrees for the most efficient use of credits.

**Budget Implications**

There are no perceived budget implications to the BFA degree program. The option to apply ARTS 100 to the BFA degree may help draw BFA students to this new course, thus alleviating some pressure on ENGL 105 and PHIL 100 sections.

**BFA general requirements**

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

**Writing requirement**

Six credits from ENGL 105 and any other 100-level English course, or CMNS 155, [or ARTS 100 \(see Note 1\)](#).

[Note 1: ARTS 100 meets both the writing requirement and the reasoning requirement.](#)

**Reasoning requirement**

PHIL 100 or [ARTS 100 \(see Note 1\)](#), or at least three credits from each of the following lists:

**Humanities list**

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453

**Social Sciences list**

- ANTH 255, 301
- ECON 100
- GEOG 241, 452
- MATH 104
- PSYC 202 (see [Note 2](#)), 408
- SOC 350

[Note 1: ARTS 100 meets both the writing requirement and the reasoning requirement.](#)

[Note 2:](#) This requirement may be met by PSYC 210 if previously completed.

**Lab Science requirement**

One course from:

- ASTR 103 or 104
- BIO 100-level or higher
- CHEM 100-level or higher
- CIS 145, 146, 180, 185, or 245
- GEOG 101, 102, or 116
- KPE 163 or 170

- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

**Re:** Addition of Theatre Practica Restrictions to BFA Electives  
**Attached:** Calendar Copy with Revisions

**Proposal**

The BFAPC wishes to limit students to the use of a maximum of six credits from Theatre practica courses toward elective requirements in the BFA degree program. Theatre practica courses include THEA 199, 299, 290, and 295. Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards the BFA degree, within the six credit maximum. Additional credit will only be granted when the work undertaken in each practicum represents a different production role.

**Rationale**

The Theatre department made changes to the structure of Theatre practica last winter, and these changes are subsequently being reflected in this change to the BFA program. The change by the Theatre department helps to clarify the number and types of practica courses that will be accepted for elective credit in the degree. The limitation promotes breadth in the elective area, and the application of a wide range of learning experiences.

**Budget Implications**

There are no perceived budget implications to the BFA degree program or to delivery in the Theatre department. This change represents a condition on types of elective credits allowed, but does not impact sections, seats, or workload in any way.

**BFA general requirements**

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

**Writing requirement**

Six credits from ENGL 105 and any other 100-level English course or CMNS 155.

**Reasoning requirement**

PHIL 100 or at least three credits from each of the following lists:

Humanities list Social Sciences list

- AH 205, 316 • ANTH 255, 301
- CMNS 251, 360 • ECON 100
- ENGL 150, 364 • GEOG 241, 452
- HIST 300 • MATH 104
- MATH 265 • PSYC 202 (see Note), 408
- THEA 201, 453 • SOC 350

Note: This requirement may be met by PSYC 210 if previously completed.

**Lab Science requirement**

One course from:

- ASTR 103 or 104
- BIO 100-level or higher
- CHEM 100-level or higher
- CIS 145, 146, 180, 185, or 245
- GEOG 101, 102, or 116
- KPE 163 or 170

- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

**Elective Note: Theatre Practica**

BFA students may use a maximum of six credits from Theatre practica courses toward elective requirements in the degree program. Theatre practica courses include THEA 199, 299, 290, and 295. Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards the BFA degree, within the six credit maximum. Additional credit will only be granted when the work undertaken in each practicum represents a different production role.



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

**MEMORANDUM**

**TO:** Faculty of Science Curriculum Committee  
**FROM:** Karen Cooper, Educational Advisor, Science Advice Centre  
**DATE:** January 26, 2013  
**SUBJECT:** General BSc Requirements - Addition of ARTS 100

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The Faculty of Science requests approval of a change to the English/communications requirement for the Bachelor of Science.

**RATIONALE:** ARTS 100 is a new course offered by the College of Arts which is equivalent to the writing and the reasoning requirement for the Bachelor of Arts degree (total of 9 credits). The Faculty of Science considers the ARTS 100 to be equivalent to the two courses that are required for the Bachelor of Science writing requirement and would like to have ARTS 100 added to the options for English or CMNS as listed below.

**CURRENT REQUIREMENT:**

6. Any two courses from the following: university level ENGL, CMNS 155, or any CMNS course numbered 235 or above.

**REQUESTED CHANGE:**

The revised paragraph would read:

“Any two courses from the following: university-level ENGL, CMNS 155, or any CMNS course numbered 235 or above; or ARTS 100.”

**Budget Implications:** NONE

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**Comments:** CWC - Oct 5 to Nov 2

**From:** Karen Cooper  
**Sent:** Friday, September 28, 2012 4:38 PM

**To:** Simon Xi; cwconsult  
**Cc:** David Fenske; Melinda Saretzky  
**Subject:** RE: Bachelor of Science program change - inclusion of Arts 100.

Simon,

We presently don't have a note like this for the English or CMNS courses and therefore I don't know that we would add this in for the Arts 100. We discuss the admission requirements for professional programs (ie med, vet, teaching) with students when they come in for advising and do note that some programs may require 6 credits of English.

Take care,

Karen Cooper  
Science Advisor

**From:** Simon Xi  
**Sent:** Friday, September 28, 2012 2:47 PM  
**To:** Karen Cooper; cwconsult  
**Cc:** David Fenske; Melinda Saretzky  
**Subject:** RE: Bachelor of Science program change - inclusion of Arts 100.

Hi Karen and all,

It is great that students will have more options. Shall there be some wording to caution students who want to pursue programs requiring specific English courses like Teacher Education, Medicine or transfer. Maybe in the upcoming days, ARTS 100 will be transferred as assigned courses to other BC institutions.

Thanks,

Simon Xi  
Educational Advisor  
UFV International



To: Undergraduate Education Committee Assistant, Dean(s)  
From: Don Miskiman, Director School of Business  
CC: Kevin Dewolde, Faculty School of Business, Curriculum Committee Chair;  
Kristy Hesketh, Department Assistant; Gillian Bubb ACCT Chair  
Date: 1/15/2013  
BBA program Accounting Option proposed calendar changes

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- Dept. Approval Date: 12-JUNE-2012
- Date to CWC: 25-OCT-2012
- Faculty Council Approved: 14-DEC-2012
- CWC Comments/Responses added to memo: 15-DEC-2012
- Date to UEC: 15-JAN-13

**Rationale for Changes:**

At UFV, most of the students taking the BBA Accounting Option are intending to go on to one of the three Accounting Designations: CA, CGA or CMA. Since each one of these designations has dissimilar entrance requirements, and depending on which of the three designations a student intends to pursue, students will have to take a different combination of UFV Business courses.

The aim of the proposed changes is to allow students to fulfill the maximum requirements for, or transfer credits from, each one of the three designations. This would alleviate the current problem where students need to take extra courses over and above their degree requirements in order to fulfill the entrance requirements or transfer credits from the accounting bodies.

In this sense we are proposing the following four changes:

1. Make Bus 439 - Advanced Financial Accounting a requirement of the BBA Accounting Option. Currently Bus 439 is an elective. The reason for this change is that Bus 439 is required for all three professional accounting designations; therefore, all students going on to an accounting designation would want to take this course.
2. Make Bus 338 – Accounting Information Systems an elective. This course is currently a required course in the Accounting Option. However, as this course is only a requirement for the CA designation, it has meant that students pursuing the CGA or CMA designation have been required to take this particular course instead of other courses which would fulfill the entrance requirements or maximum transfer credits for the accounting



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designation they intend to pursue.

3. Increase the number of electives required for the Accounting Option from one elective to two electives. By students then choosing the correct electives for the designation they are pursuing they would not need to take any additional courses over and above the requirements of the BBA - Accounting Option.
4. That the full list of accounting electives be:
  - Bus 338 – Accounting Information Systems (currently a required course in the Accounting Option)
  - Bus 350 – Operations Management (new elective)
  - Bus 433 – Investments (new elective)
  - Bus 434 – Risk Management and Financial Engineering (new elective)
  - Bus 435 – International Finance (new elective)
  - Bus 440 – Management Information Systems (new elective)
  - Bus 443 – Financial Accounting Theory (existing elective)

Students pursuing a CA designation should choose Bus 338 and one of Bus 433, Bus 434 or Bus 435.

Students pursuing a CGA designation should choose Bus 440 and Bus 443

Students pursuing a CMA designation should choose Bus 350 and Bus 440.

CALENDAR COPY REVISIONS USING TRACKED CHANGES ENCLOSED.

**Campus-Wide Consultation comments:**

Comment1: “The changes make sense”-Elaine Harris

Comment2: “I have read this proposal and I have no comment-the rationale is very clear why the changes are being made” –Rhonda Colwell

### Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites or required courses for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA).

| Course             | Title                                                         | Credits       |
|--------------------|---------------------------------------------------------------|---------------|
| <del>BUS 338</del> | <del>Accounting Information Systems</del>                     | <del>3</del>  |
| BUS 343            | Intermediate Accounting I                                     | 3             |
| BUS 344            | Intermediate Accounting II                                    | 3             |
| BUS 345            | Income Tax I                                                  | 3             |
| BUS 346            | Income Tax II                                                 | 3             |
| BUS 347            | Auditing Principles                                           | 3             |
| BUS 348            | Management Accounting II                                      | 3             |
| <del>BUS 439</del> | <del>Advanced Financial Accounting</del>                      | <del>3</del>  |
| BUS 449            | Financial Management II                                       | 3             |
| Electives          | <del>OneTwo</del> upper-level Business (Accounting) electives | <del>36</del> |

### Accounting electives

- ~~OneTwo~~ upper-level Business electives for the Accounting option must be chosen from the following list.

| Course             | Title                                                | Credits      |
|--------------------|------------------------------------------------------|--------------|
| <del>BUS 338</del> | <del>Accounting Information Systems</del>            | <del>3</del> |
| <del>BUS 350</del> | <del>Operations Management</del>                     | <del>3</del> |
| <del>BUS 433</del> | <del>Investments</del>                               | <del>3</del> |
| <del>BUS 434</del> | <del>Risk Management and Financial Engineering</del> | <del>3</del> |
| <del>BUS 435</del> | <del>International Finance</del>                     | <del>3</del> |
| <del>BUS 439</del> | <del>Advanced Financial Accounting</del>             | <del>3</del> |
| <del>BUS 440</del> | <del>Management Information Systems</del>            | <del>3</del> |
| BUS 443            | Financial Accounting Theory                          | 3            |

Students intending to pursue an accounting designation (CA, CGA, CMA) should check the requirements of their chosen designation before choosing electives. The three designations differ in their requirements.

# MEMO



**Date:** October 30, 2012

**To:** Undergraduate Education Committee Assistant, Dean(s)  
Program Development Coordinator

**From:** Cindy Stewart  
Course Co-ordinator – BUS 120, UFV School of Business

**Subject:** Proposal Change to the BBA, Marketing Option

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## **A. Program Revision: BBA, Marketing Option**

### **1. Rationale for change:**

*Renumbering of existing courses to improve program cohesiveness and addition of courses to meet community stakeholder learning outcomes*

### **2. Summary of substantive changes:**

- a) *Renumbering of existing courses to occupy the 320-329 and 420-429 number sequences and moving all Marketing Option courses into the third year of study. At the majority of universities offering topical specialized streams of study in the form of options, the option courses are offered in the third and fourth year of study in a traditional four year program. Now that UFV has matured into a university, the School of Business recognizes the importance of course transfer and course planning consistency for students wishing to study at UFV. Therefore we have renumbered all Marketing Option courses to commence in the third year of study and fill specific blocks so they are easily recognizable. The renumbered courses include BUS 322 (BUS 390K), B422 (BUS 461), BUS 426 (BUS 463), and BUS 424 (BUS 470).*
- b) *Addition of new courses BUS 328 (Retail Management), BUS 329 (Brand Image Management) and BUS 427 (PR and Event Management). Upon graduation, most UFV BBA, Marketing Option Students will typically be hired in a Marketing Assistant or Brand Manager Assistant position. In 2011 the School of Business, Marketing Area reviewed job posting for these positions placed on recruitment websites such as Workopolis to learn more about the required skill sets employers are looking for when filling the Marketing or Brand Manager Assistant positions. From this review it was determined that successful candidates would have graphic art and website technology skills, traditional retail and e-tail skills, and finally PR and Event Management skills. The proposed new courses BUS 328, BUS 329 and BUS 427, have been designed to synchronize the learning outcomes for these courses with the industry required skills to ensure our UFV graduates are the degree of choice when competing for post-graduate employment.*

## **B. Budget and Learning outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

*The learning outcomes for the program and these new courses have been synchronized with industry standard employment skills sets that.*

- a) *Demonstrate information competency - Students are required to demonstrate competency in a variety of industry driven skill areas using real world scenarios.*
- b) *Analyze critically and imaginatively - Students complete a number of case study assignments using the tools and techniques classroom discussion.*
- c) *Use knowledge and skills proficiently - Students develop a business report to solve a real world company problem*

d) *Initiate inquiries and develop solutions to problems - Students approach individual employer organizations and through inquiry understand the client's current situation and then develop a unique plan which addresses the specific needs of that organization.*

f) *Communicate effectively - Students develop a written a business plan as well as a formal presentation to the classroom*

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

*Not applicable.*

3. What consideration has been given to indigenizing the curriculum?  
*Where possible the curriculum will highlight the importance of Aboriginal history and culture to business and industries within our community and province as well as respecting and understanding Aboriginal people, their traditions and values. In-class cases and examples will include indigenous owned businesses.*

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:

- a. *Credit value: **No change***
- b. *Class size limit: **No change***
- c. *Frequency of offering: **One time per year***
- d. *Resources required (labs, equipment): **All required resources are currently available on campus in library or computer labs.***

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

*PLAR by examination.*

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

*Not applicable.*

7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.

*Not applicable.*

### Marketing option

This option is designed to equip students with the skills and abilities necessary for a successful career in marketing. Some of the fields which marketing graduates work in include advertising and public relations, marketing research, retailing management, sales and sales management, distribution management, brand/product management, and non-profit management.

In choosing electives, students interested in a career in marketing communications should take BUS 223 (Advertising) or BUS 323 (Introduction to Advertising), CMNS 375 (Understanding Design for Print Publications), and BUS ~~463~~426, formerly BUS 463 (Integrated Marketing Communications); those interested in a career in professional selling should take BUS ~~390K~~322, formerly BUS 390K (Advanced Selling) and BUS ~~461~~422, formerly BUS 461 (Sales Management).

| Course    | Title                                            | Credits |
|-----------|--------------------------------------------------|---------|
| BUS 321   | Business-to-Business Marketing                   | 3       |
| BUS 324   | Customer Relationship Management                 | 3       |
| BUS 325   | E-Marketing                                      | 3       |
| BUS 326   | Measuring Marketing Effectiveness                | 3       |
| BUS 327   | Consumer Behavior                                | 3       |
| BUS 425   | Marketing Strategy                               | 3       |
| Electives | Three upper-level Business (Marketing) electives | 9       |

### Marketing electives

Three upper-level Business electives for the Marketing option must be chosen from the following list.

| Course                         | Title                                                           | Credits  |
|--------------------------------|-----------------------------------------------------------------|----------|
| BUS 390                        | Special Topics                                                  | 3        |
| BUS <del>390K</del> <u>322</u> | Advanced Selling                                                | 3        |
| <u>BUS 323</u>                 | <u>Introduction to Advertising</u>                              | <u>3</u> |
| <u>BUS 328</u>                 | <u>Retail Management</u>                                        | <u>3</u> |
| <u>BUS 329</u>                 | <u>Brand Image Management</u>                                   | <u>3</u> |
| BUS 421                        | International Marketing                                         | 3        |
| <u>BUS 422</u>                 | <u>Sales Management</u>                                         |          |
| BUS 423                        | Services Marketing                                              | 3        |
| BUS <del>461</del> <u>424</u>  | <u>Business Intelligence</u> <del>Sales Management</del>        | 3        |
| BUS <del>463</del> <u>426</u>  | Integrated Marketing Communications                             | 3        |
| BUS <del>470</del> <u>427</u>  | <u>PR and Event Management</u> <del>Business Intelligence</del> | 3        |
| BUS 492                        | Directed Studies                                                | 3        |
| CMNS 375                       | Understanding Design for Print Publications                     | 3        |



# memo

**To:** UEC  
**From:** School of Business Program Working Group  
**CC:** Don Miskiman, Director-School of Business; Kristy Hesketh, Department Assistant  
**Date:** 1/15/2013  
**Re:** Non-Degree Program Proposal – Management post-degree certificate

- 
- Dept. Approval Date: 14-MAY-2012
  - Date to CWC: 26-OCT-2012
  - Faculty Council Approved: 14-DEC-2012
  - Date to UEC: 15-JAN-2013

Concept paper developed previously submitted to faculty council and included in the Education Plan by the Provost and VP Academic as outlined in the Approval process for a new program.

## **Non-Degree Program Proposal**

### **Executive-Summary**

#### ***Purpose***

The Management Post-degree Certificate (MPC) is proposed as a one-year, eight-course, 27 credit post-degree program that will provide students coming from a non-business background with the opportunity to study Management at UFV. It will enhance students' knowledge of business; position them for graduate work; and award them a business credential in international business and global management. The MPC is an 'umbrella' certificate that will have a number of specializations. International Business and Global Management, is the first specialization.

#### ***Key objectives and outcomes of the proposed program***

The proposed program will provide the knowledge and skills that will allow an individual to be better prepared for the extremely demanding business environment that characterizes the 21st century. In a global market, corporations and individuals will require in-depth knowledge of the latest academic theory in order to develop and maintain a substantial competitive advantage.

### **Program Rationale**

**Title of Program:** Management post-degree certificate

**Specialization:** International Business and Global Management

**Certificate type:** Type B with entrance requirement; 27 academic credits

**Credential to be awarded to graduates:** Management post-degree certificate

**Length of Program:** 12 months of full-time study, or 18 months of part-time study

#### **Chair, Program Working Group:**

Dr. Donald Miskiman, Interim Director, School of Business

**Phone:** (+1).604.504.7441x4122; **Email:** don.miskiman@ufv.ca

#### **Program Working Group:**

Dr. Mike Ivanof, Instructor, UFV School of Business;

Sean Parkinson, Instructor, UFV Economics Department;

John Potts, Associate Director, UFV International; Dea Fresci, Director, UFV International;

Ravi Philips, Marketing Manager, UFV International

**Dean:** Dr. Rosetta Khalideen, Dean, Faculty of Professional Studies

***Rationale for the credential***

There are numerous graduate and undergraduate programs in business offered by academic institutions throughout the country. Nonetheless, the number of programs that deliver the required competencies for students interested in pursuing credentials in this particular area, International Business and Global Management, is limited. Several programs are offered at the graduate level (e.g. University of Victoria, Stanford University, Queens University) or by post-secondary institutions in Europe (e.g. London School of Economics).

There are undergraduate programs in Canada that relate to international business. Sheridan College, Ontario offers a Bachelor of Applied Business in Global Business Management and several other universities, primarily in Eastern Canada (e.g. Humber College, Seneca College, Carleton University, Memorial University, Concordia University, McGill University) offer international-related degrees.

Likewise there are many post-degree certificate programs offered by universities in British Columbia and Canada (e.g. Vancouver Island University, Capilano University, Northern Lights College).

However, there appear to be few certificate programs in Management, especially International Business and Global Management, available for students to use as either a bridge into graduate work or as a post-degree credential to enhance their knowledge.

Numerous students who are being attracted to graduate programs in business (e.g. MBA, DBA) are often not fully prepared to cope with the demanding academic requirements in such programs. Currently, Simon Fraser University (SFU) is offering a program, the Graduate Diploma in Business Administration (GDBA), to provide a transition from undergraduate to graduate studies. The GDBA is offered only in an on-line environment, which means that students are not benefitting from face-to-face instruction.

The MPC will offer all but one course via face-to-face instruction which will enrich the educational process and provide a more meaningful educational experience; thus preparing students to meet the challenges of graduate school or the demands of business.

The MPC will also offer a unique feature to certificate programs that are not evident in the others; that is, a work-related, applied project in which students engage with a business and prepare a business consultancy report.

**Program Description*****Goals and objectives of the program***

The Management Post-degree certificate (MPC) provides students who have attained an undergraduate degree with the opportunity to study management at UFV. Within the program students will select an area of specialization; the first of these to be offered is in International Business and Global Management. (Other proposed areas of specialization will be developed at a later date and may include: Human resource management; First Nations management; Entrepreneurship. These other specializations are not being developed concurrently so that resources would not be overtaxed. The selection of the current specialization was based on the identification by International Education that there is a demand for a specialization in this area)

Students will complete a total of eight (8) academic courses (27 credits) including an applied project which will be work/internship-focused. The program will provide avenues for students to



develop stronger academic backgrounds in order to pursue careers or certification in a specific area of management, or to prepare for graduate studies.

***Target student audiences for this program***

It is anticipated that this program will attract one cohort of 30 students in year one, and another cohort of 30 students in year two. These will be from the following audiences:

- International and domestic students interested in continuing their education and enhancing their knowledge of business after finishing an undergraduate degree
- International and domestic students looking to prepare themselves for entry into a graduate degree program in business
- Business professionals who are employed in corporations that operate in a global context

***No unnecessary duplication in the system***

UFV and the School of Business do not offer any post-degree programs in the area of Management.

***Evidence of labour market demand***

Labour Market Forum, 2010 (Government of British Columbia, 2010) reviewed the current and future needs of the labour market in BC. They indicated that: BC must improve innovation to enhance productivity by continuing to support human capital development; attract foreign talent through post-secondary educational opportunities; and have post-secondary institutions provide education-to-labour market transitions. The MPC will meet these needs by providing an innovative program that will be tied to the workplace through an applied project/work experience.

The BC Labour Demand, 2009 - 2019 indicates that business-related occupations (sales and service, business, finance and administration, management) will see a demand of 600,000 job openings (53.3% of the total 1,126,000 expected job openings in BC) based on replacement and expansion projections; and, a 47% increase in job openings as a percentage of 2009 employment demand (Bloom, M (2010)). Since these areas require, for the most part, a credential in business, it is anticipated that the MPC will have fully subscribed cohorts of students

***Relationship to local communities and their needs***

The School of Business at UFV is located in a diverse economic and demographic region. The School of Business has engaged with the community through student internships, work projects and services for businesses. As well, the School of Business, employs many from the region; the university advises community businesses and the community advises the university through advisory boards. This 'partnership' provides opportunities for both the university and the community and builds a solid "gown-to-town" relationship.

"The Mainland/Southwest development region, which includes the Fraser Valley, is projected to generate the most job openings within BC during the ten year period 2010-2019.5 An estimated 650,122 jobs should be generated in this region, representing 44.3% of its 2010 employment." (UFV, 2011). Sales and service occupations, business and finance are the occupation groups expected to generate the greatest number of jobs. As with the provincial statistics, these jobs are business-related and employees will benefit from achieving a credential in business. The knowledge which will be delivered through this certificate will allow students to position themselves for the work force;

**Curriculum*****Knowledge, skills and attributes (KSAs) students will develop from the program.***

The KSAs are contained in the learning outcomes for specific courses. The descriptions of these courses follow (see Appendix B: Calendar Descriptions of Courses and Course Outlines, for detailed course learning outcomes and descriptions).

**BUS 120 Essentials of Marketing**

This survey course examines the marketing environment and the fundamental principles underlying the selling of consumer and industrial goods and services. The course also examines market research, product planning, selection of trade channels merchandising, advertising, pricing, promotion and selling techniques. Case studies are used extensively to emphasize fundamental principles.

**BUS 201 Human Resource Management**

This course involves the study of recruitment, selection and placement; job descriptions and job evaluation; compensation and appraisal plans, employment benefit programs, and training and educational programs.

**BUS 202 Contemporary Management**

This course involves detailed study of the functions of management, including planning, organizing, leading, and controlling. Topics covered include the context of management, the planning process, decision-making, organizational structure, leadership, motivation, and the control process. Applications and problem solving in the real-life business context will be emphasized. This course is designed for working managers and for students who want exposure to management skills and practices.

**BUS 420 International Business**

This course begins the study of the international business environment with a survey of cultural, social, and economic factors influencing decision making. Major functions of international commerce are reviewed including export and import trade, investment transfers, international production and marketing operations and global monetary control systems. A major emphasis of this course will be how business may gain from Asian-Pacific trade in the 21st century.

**BUS 421 International Marketing**

This course examines the issues related to the marketing of products and services in the international context. Emphasis will be placed upon the development and implementation of policy, and strategy for a firm's resources to meet the international marketing objectives. The international marketing issues related to a country or a geographic location will also be examined.

**BUS 430 Management of Innovation**

This course will explore the principles for the management of innovation across several industries. The focus will be on issues such as: leadership; strategy; resources; performance metrics measurement and incentive rewards; and how they are impacted by the organization's structure and culture.

**BUS 492 Directed Studies**

Independent reading and research on topics selected in consultation with the supervising instructor, and approved by the program head.

**Bus 499 Applied Project**

This course is focused on the completion and presentation of a research or consultancy project in business. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) including the project scope, work to be done and timelines; to conduct that work, including situational analyses, option generation and recommendations; and to prepare a comprehensive final report.

***Program/course structure, including delivery modes(s)***

Students will complete a total of eight (8) academic courses (27 credits). Students will complete a core set of: three management courses (9 credits); set of three courses (9 credits) in international business and innovation; and, two research and applied project courses (9 credits).

One course (BUS 202) will be offered on-line; two courses (BUS 499 and 492) will be conducted under the supervision of a faculty member, and the remaining courses will be offered in a classroom setting. Teaching methods will include interactive lectures, discussion, projects and case studies.

| <b>Semester 1</b>                       | <b>Credits</b> | <b>Semester 2</b>                      | <b>Credits</b> | <b>Semester 3</b>              | <b>Credits</b> |
|-----------------------------------------|----------------|----------------------------------------|----------------|--------------------------------|----------------|
| <b>Core</b>                             |                | <b>Specialization</b>                  |                | <b>Practice</b>                |                |
| BUS 120<br>Essentials of<br>Marketing   | 3              | BUS 420<br>International<br>Business   | 3              | BUS 499<br>Applied<br>Project  | 6              |
| BUS 202<br>Contemporary<br>Management   | 3              | BUS 421<br>International<br>Marketing  | 3              | BUS 492<br>Directed<br>Studies | 3              |
| BUS 201<br>Human Resource<br>Management | 3              | BUS 430<br>Management of<br>Innovation | 3              |                                |                |

**Program Consultations and Evaluation:*****Other provincial post-secondary institutions consulted about the proposed program.***

The School of Business consulted with other institutions in the development of the program. These included: Vancouver Island University and Simon Fraser University, which have similar post-degree business programs.

***Other consultations.***

The School of Business consulted with many bodies including: UFV International Education (on marketing and course content); UFV School of Graduate Studies (on the number of courses and type of credential), UFV Office of the Provost and VP Academic,(on reviewing the proposal and providing feedback on requirements); UFV Department of Library and Information Technology, (on library acquisitions and resources); Conference Board of Canada; and, BC Ministry of Advanced Education (on labour market demand).

***Policies/procedures planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented***

The breadth, depth and market demands of the MPC will be reviewed after each graduating intake of students; and, at all scheduled UFV Program Reviews. These reviews will examine the effectiveness and efficiency of the program in meeting its key objectives and goals.

**Admissions and Transfer:**

***Student access to the program***

Applicants must have a bachelor degree from a recognized institution. Course prerequisites will be waived given the incoming student's academic background.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see *English language proficiency requirement* in the Admissions section of the calendar.

***Graduation requirements***

The Certificate will be awarded upon successful completion of all required courses with a minimum of C+ in each course.

***Transferability and relationship to existing UFV programs***

Students will be able to transfer out of the program into the UFV BBA degree program without penalty. Courses in the program could be used for credit in a business minor in other UFV programs.

Students will be able to transfer into the program up to three of the MPC courses (nine credits) with a grade of at least C+, taken at UFV within the past five years.

The MPC will create a pathway for students who are interested in furthering their education in specialized areas of business. The School of Business is committed to promoting an environment where inter-disciplinary studies are stimulated and encouraged. Through the implementation of this program it is expected that students coming from a non-business background will further their academic knowledge in business areas that would be complementary to their existing training and expertise. Therefore, the MPC will be attractive to graduates from programs such as Economics, Science, Arts, Humanities, Hospitality and Tourism.

**Other:**

***Relationship to UFV's Strategic Plan:***

The MPC fully complements and is congruent with several goals and objectives stated in UFV's Strategic Plan. The plan's main goal is that UFV will be "a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley" (UFV, 2011)

Since this certificate is designed to provide participants with leading-edge knowledge, the participants will be able to utilize that knowledge for the betterment of the local economy, while substantially enhancing UFV's role as a leader of the regional social, cultural, and economic development.

In its desire to "partner with the community in cultivating international awareness and understanding, and bringing the world to the Fraser Valley and the Fraser Valley to the world" (UFV Strategic Plan, 2011), UFV is embarking on a long journey of facilitating the integration of international students into the local/regional economy. The MPC will target international students and will attract the type of high-quality individuals we are dedicated to teaching.

Another key objective stated in UFV's Strategic Plan is to "Partner with the Aboriginal leadership in the Fraser Valley in order to address the unique educational needs of Aboriginal students and their communities". By developing and implementing this Certificate, UFV is demonstrating its assurance to the Aboriginal community that its rather unique educational needs are properly addressed through providing specialized knowledge that would allow First Nations students to acquire practical expertise in areas that would make a significant difference in the Aboriginal economic development. Graduates from this certificate will have knowledge of economic development opportunities, and how to capitalize on those opportunities. Graduates will be prepared to undertake a wide variety of entrepreneurial initiatives, which can further contribute to community development.

"Providing knowledge and fostering the development of the critical-thinking, leadership and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship locally and globally" is also one of UFV's primary strategic goals and objective (UFV Strategic Plan). The foundational pedagogy of the proposed program draws primarily from this particular strategic objective. Students will develop critical and theoretical perspectives on relevant theories through in-depth analyses, focussed discussions, case studies, readings and assignments related to the theoretical, practical and methodological aspects of all issues related to the particular fields of study.

"UFV will pursue revenue-generating opportunities that will provide the financial support needed to fulfill the goals and objectives of the University, while respecting its values and integrity" (UFV Strategic Plan). The proposed certificate will operate in a way that will allow the institution to generate revenues, without compromising the institutional values (see Budget Model).

It is anticipated that a substantial number of participants (60% - 80%) will be attracted from the international milieu. The revenue generated through this program will, allow UFV to provide additional funds toward supporting students in undergraduate programs (in accordance with the institution's primary mandate); and, second, will contribute to regional economic development.

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## **References**

Bloom, M (2010). Overview of British Columbia's Economy and Labour Market: Challenges and Opportunities, presented at the BC Labour Market Forum, 2010, Vancouver, November 25, 2010.

Ministry of Regional Economic and Skills Development (2010). Labour Market Forum 2010. Summary Report.

University of the Fraser Valley (2011). UFV Institutional Accountability Report and Plan, 2011-12 - 2013-14.

University of the Fraser Valley (2011). UFV Strategic Plan.

**Appendix A Calendar Copy**

1. Faculty and Department of Program  
Faculty of Professional Studies, School of Business

2. Website  
<http://www.ufv.ca/busadmin.htm>

3. Program title  
Management Post-degree Certificate

4. Program Introduction/calendar description  
The Management Post-degree Certificate (MPC) is a one-year, eight-course, 27 credit post-degree program that will provide students coming from a non-business background with the opportunity to study management. It will enhance students' knowledge of business; position them for graduate work; and award them a business credential in international business and global management.

Students will complete a total of eight (8) academic courses (27 credits). These include a core set of three management courses (9 credits); a set of three courses (9 credits) in international business and innovation; and, two research and applied project courses (9 credits), which will be work/internship-focused.

5. Entrance requirements  
Applicants must have a degree from a recognized institution. Course prerequisites will be waived given the incoming student's academic and/or professional background.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar.

6. When to apply  
Applications are accepted for entrance to the Fall semester. Admission will be by application date. Applicants who meet the entrance requirements will be admitted in order of their application date. For application deadlines see ([ufv.ca/ar,reginfo@ufv.ca](http://ufv.ca/ar,reginfo@ufv.ca)).

7. How to Apply  
Submit the application fee along with your complete UFV application package to the Admissions and Records Office. Applications can be found at: [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

Additional documents required for a complete application:

- Official transcripts of all previous university work and proof of obtaining a bachelor degree.
- Student statement of intent. Describe how this program will help you obtain your career and/or academic goals.

8. Basis of Admission decision  
Applicants will be advised of an admission decision and provided with registration information. All admission decisions are made by the School of Business.

**9. Fees and additional costs**

Tuition and textbooks.

**10. Program duration and total number of credits**

The Management post-degree Certificate (MPC) is a one-year, eight-course, 27 credit post-degree program.

**11. Program outline**

| <b>Semester 1</b>                       | <b>Credits</b> | <b>Semester 2</b>                      | <b>Credits</b> | <b>Semester 3</b>              | <b>Credits</b> |
|-----------------------------------------|----------------|----------------------------------------|----------------|--------------------------------|----------------|
| <b>Core</b>                             |                | <b>Specialization</b>                  |                | <b>Practice</b>                |                |
| BUS 120<br>Essentials of<br>Marketing   | 3              | BUS 420<br>International<br>Business   | 3              | BUS 499<br>Applied<br>Project  | 6              |
| BUS 202<br>Contemporary<br>Management   | 3              | BUS 421<br>International<br>Marketing  | 3              | BUS 492<br>Directed<br>Studies | 3              |
| BUS 201<br>Human Resource<br>Management | 3              | BUS 430<br>Management of<br>Innovation | 3              |                                |                |

**12. Specializations within the program**

Year 1: International Business and Global Management

Future years: Human Resource Management

TBA

**13. Program regulations****a. Continuance**

To continue in the program students must maintain a minimum of C+ in each course. Students will be able to repeat, once, a course that is below C+.

**b. Residency**

The entire program must be taken at UFV. Students will be able to transfer into the program up to three of the MPC courses (nine credits) with a grade of at least C+, taken at UFV within the past five years.

**c. Graduation requirements**

The Certificate will be awarded upon successful completion of all required courses with a minimum C+ in each course.



**Appendix B: Calendar Descriptions of Courses and Course Outlines  
Descriptions:**

**BUS 120 Essentials of Marketing**

This survey course examines the marketing environment and the fundamental principles underlying the selling of consumer and industrial goods and services. The course also examines market research, product planning, selection of trade channels merchandising, advertising, pricing, promotion and selling techniques. Case studies are used extensively to emphasize fundamental principles.

**BUS 201 Human Resource Management**

This course involves the study of recruitment, selection and placement; job descriptions and job evaluation; compensation and appraisal plans, employment benefit programs, and training and educational programs.

**BUS 202 Contemporary Management**

This course involves detailed study of the functions of management, including planning, organizing, leading, and controlling. Topics covered include the context of management, the planning process, decision-making, organizational structure, leadership, motivation, and the control process. Applications and problem solving in the real-life business context will be emphasized. This course is designed for working managers and for students who want exposure to management skills and practices.

**BUS 420 International Business**

This course begins the study of the international business environment with a survey of cultural, social, and economic factors influencing decision making. Major functions of international commerce are reviewed including export and import trade, investment transfers, international production and marketing operations and global monetary control systems. A major emphasis of this course will be how business may gain from Asian-Pacific trade in the 21st century.

**BUS 421 International Marketing**

This course examines the issues related to the marketing of products and services in the international context. Emphasis will be placed upon the development and implementation of policy, and strategy for a firm's resources to meet the international marketing objectives. The international marketing issues related to a country or a geographic location will also be examined.

**BUS 430 Management of Innovation**

This course will explore the principles for the management of innovation across several industries. The focus will be on issues such as: leadership; strategy; resources; performance metrics measurement and incentive rewards; and how they are impacted by the organization's structure and culture.

**BUS 492 Directed Studies**

Independent reading and research on topics selected in consultation with the supervising instructor, and approved by the program head.

**Bus 499 Applied Project**

This course is focused on the completion and presentation of a research or consultancy project in business. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) including the project scope, work to be done and timelines; to conduct that work, including situational analyses, option generation and recommendations; and to prepare a comprehensive final report.

**Course Outlines**

See: <http://www.ufv.ca/calendar/CourseOutlines/PDFs/BUS/>

**Campus-Wide Consultation Comments:**

**Comment 1:** "I'd like to suggest that this be officially called the "Management Post-degree certificate". That would better match the titling of other programs (such as the Data Analysis Post-degree certificate), and is likely to be suggested at UEC anyway" –Amanda Grimson

*Response1: "Sounds Good"-Don Miskman*

**Comment 2:** "The Post-Degree Certificate in Management New program will not qualify for Student Aid BC funding. The program length and credits for this program (12 months, eight-courses, 27 credits) do not meet Student Aid BC eligibility requirements for full-time student loan consideration. I am attaching an overview of the Student Aid BC eligibility requirements for funding consideration – For a 12 month period of study, the new program would need to offer a minimum of 45 credits to be eligible for SABC"-Lorraine Bingert

*Response 2: 2012 Criteria for students studying in BC: students must "be taking at least 60 percent of a full course load if you are a full-time student, or between 20 and 59 percent of a full course load if you are a part-time student". 60% = 9 credits/semester" and Most applicants will not be residents of BC and would not qualify on that basis. –Don Miskman*

**Comment 3:** "I have read this proposal and I have 2 questions.-Rhonda Colwell

1. Will students be allowed to repeat courses? If yes, will there be a maximum number set? As an example, the Data Analysis Post-degree certificate states a maximum of 3 repeated courses are permitted without dean's approval.
2. For graduation requirements, will students be required to obtain a C+ grade in each course? Or, are you asking for a minimum GPA of 2.33 (C+) on all required courses?

Response 3: *Thanks for the feedback –Don Miskiman,*

- 1. Students will be allowed a maximum of two repeated courses without Dean's signature.*
- 2. Students will be required to obtain a C+ grade in each course.*

**Comment 4:** The two appendices concerning the library collection and the budget analysis are not attached to the proposal. The proposal cannot go forward to UEC or Senate without them. I suggest that the program working group and Dean meet with Mark Brosinski as soon as possible to develop an analysis of the number of international students required to make this program cost-recovery, and the tuition that must be charged. Since the program consists of existing courses, and we are not permitted, I believe, to charge more for these than we currently do, the financial issues need to be carefully considered. As for the library analysis, contact Kim Isaac or your library liaison for a statement regarding the need for any additional library resources and include it either in the body of the proposal or the appendix. Finally, it is not clear to me why a student who has taken these courses at the undergraduate level could not apply them to this certificate once he or she has completed a degree. –Cheryl Dahl

Response 4: *1. We have met with Finance and completed a draft budget. They indicated that when required they would attach it to the program. Perhaps Mark B can add comments here: does the budget get attached at this stage or at a later stage? In addition the financial issues have been reviewed with both Finance and International Education. In their views, we, as do most other universities, can charge a 'premium', especially for international students, for a post degree certificate. Tuition is based on the program, not on a course by course basis.-Don Miskiman*

2. The student group targeted are those who have NOT completed a business or commerce degree; thus they would not have taken business courses; thus no repeat. If some students have taken the same or similar courses, they, most likely, would not have been taught within the international and global context. It indicates that students cannot apply courses from one credential and apply to this credential – no double dipping.

3. Kim Isaac can add comments regarding library collection. The initial review indicated that the library can accommodate the program

**Comment 5:** Is the tradition for these type of certificates to run without an econ course? – Sean Parkinson

Response 5: *Regarding the absence of an ECON course, the original set of courses include two ECON courses and I had talked to Vlad about the inclusion of these into a certificate program. It may be that for this particular specialization in the certificate, there was not enough "room" for all courses (the certificate is limited in the number of courses offered); and that for a different specialization under this certificate umbrella, ECON would be included. My 'bias' is to include ECON courses into the certificate (just as I have included ECON courses into the Tradewinds student exchange project).-Don Miskiman,*

**Comment 6:** I am not sure if the proposed program is still open for some comments. I have some. Perhaps they have been raised and addressed already.

1. 5. Entrance requirements.

Given the rigor of UFV's business courses especially at upper-level, it is important to clearly state what language requirements are. The standard one we use is the pre-requisite for English 105 or Communications 125.

13. b Residency

Some applicants may have taken some Semester 1 courses when they apply. Instead of taking these required courses again, they can be given some alternative courses. In the case of BUS 120, perhaps they can take another marketing course at 200-level or higher.

7. How to apply

As the majority of applicants will be international students (market fluctuates), it might be better to mention that international students need to apply to UFV International.

We may also need to mention that official transcripts are the ones sent directly to UFV by the applicant's previous university.

Do we need to have a GPA requirement from the previous degree?

As this certificate is intended for non-business degree students, should we mention that BBA or BCOM students should refrain from applying?

11. Program outline

Do students need to complete the Semester 1 courses successfully before they can take 400 level Business courses in Semester 2? The same can apply to Semester 3 courses. While waivers are to be granted, BUS 421 has BUS 120 as the pre-requisite. In case a student fails to achieve the required grade, will he/she be waived into BUS 421?

Generally speaking, I have concerns about how international students without any business background can handle such a fast-paced program.

I am sure more will be added to the calendar copy.

Response 6: Thank you for your feedback. Hopefully I can clarify details of the certificate so that the items raised are clarified.

Regarding entrance requirements:

- The English requirement is the one used by UFV (as you state: " pre-requisite for Eng 105 of Comm 125)

- there is no 'double-dipping'. Students cannot use a course from one credential to apply to this credential. The degree is targeted to non-business students. If the student has taken one of the courses in the certificate, that person must take it again. The course in the certificate will have the same learning outcomes, but the student will be evaluated at advanced levels (evaluation further 'up' Bloom's levels of cognitive functioning) and will be presented in a different context (international versus 'western'). Reference: "International students must meet UFV's policies for admission (e.g. language requirements, visa requirements).

Students cannot use coursework from a previous credential to meet any of the certificate's 24 credits."

- where to send applications will be contained in the operational area of "how to apply and where to send it". Likewise with transcripts, letters of reference and other registration details.

- regarding continuance in the program, it states that to continue students must achieve a C+ in courses completed.

- concerns about international students' ability to handle the material: the students entering the program will have completed a degree; thus, they should be able to handle the material after 4- 5 years working in a degree program. There is no evidence to suggest they would not be able to so, just as there is no evidence that domestic students cannot handle the material. This is an individual differences issue (there will be exceptional students and there will be less than exceptional students – the admission process can cover this as the students will be in a cohort with a limited number per cohort – thus, a competitive entrance).-Don

**Non-Degree Proposal Template**

|                                                                                                 |
|-------------------------------------------------------------------------------------------------|
| Title of Program: Hospitality & Event Management Post-Degree Certificate                        |
| Certificate type (if applicable): Type A                                                        |
| Credential to be awarded to graduates: Hospitality and Event Management Post-Degree Certificate |
| Length of Program: 30 credits (3 terms with overlapping internship/practicum)                   |

|                                                                           |                                                  |
|---------------------------------------------------------------------------|--------------------------------------------------|
| Chair, Program Working Group: Nancy Barker,<br>Hospitality Event Planning | Title: Instructor                                |
| Phone: 604-847-5460                                                       | Email: nancy.barker@ufv.ca                       |
| Member, Program Working Group: John Potts<br>UFV International            | Title: Manager, Partnerships and Programs        |
| Phone: 604-851-6303                                                       | Email: john.potts@ufv.ca                         |
| Dean: John English                                                        | Title: Dean, Faculty of Trades and<br>Technology |
| Phone: 604-847-5700                                                       | Email: john.english@ufv.ca                       |

**Executive Summary:**

*Summarize the purpose of the proposal*

The Faculty of Trades and Technology proposes a Post-Degree Certificate in Hospitality and Event Management.

*Outline the key objectives and outcomes of the proposed program in one or two pages*

**Program Outcomes**

Upon successful completion of this program, graduates will be able to:

- Identify, define, and explain a variety of evolving issues and trends in the tourism and hospitality industry
- Apply fundamental accounting and finance practices to the operation of a tourism organization
- Discuss the management and operational aspects of the tourism and hospitality industry
- Implement effective e-business and strategic marketing techniques to the operation of a tourism organization
- Demonstrate effective problem solving and leadership skills in customer relations
- Examine customer satisfaction research and develop appropriate customer retention programming
- Describe legal responsibilities of tourism and hospitality managers and the impact of legislation relevant to the field
- Develop valuable industry linkages and work experience through internship opportunities

**Program Rationale:**

*Provide rationale for the credential*

There are two rationales for this program.

First, many students with degrees lack the practical or sector-specific skills to enter industry. This certificate provides a post-degree opportunity for those students to obtain the necessary skills.

Second, many Canadian, American, United Kingdom and Australian institutions are offering post-baccalaureate certificate/diploma programs that serve students who are looking for a skills-based specialty to add to their undergraduate education, but short of a Masters or PhD program.

These certificates have become part of institutional service mandates to the Canadian public, but are also very appealing to international students who are seeking a foreign credential to enhance their global perspective and their employability at home or overseas. Within the international context post-degree certificates have significant tuition revenue potential, and this revenue permits the program to run for both international and domestic students at no cost to UFV.

The proposed program is also complementary to and congruent with the priorities of UFV's Strategic Plan (2010) and it will add value to students' undergraduate educations falling therefore within UFV's primary mandate – providing the best undergraduate education in Canada.

The program also enables and supports the implementation of the following objectives from the Strategic Plan:

- partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
- give priority to educational programs, co-op placements, practica, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the University.
- pursue revenue-generating opportunities that provide the financial support needed to fulfill the goals of the University while respecting its values and integrity

**Program Description:**

*State the goals and objectives of the new program*

This 30 credit post-degree certificate program in Hospitality and Event Management is designed specifically for students who already have an undergraduate degree and are looking for pathways to leadership roles in the hospitality and event management industry. A foundation of theoretical knowledge coupled with outcome-based skills development will prepare the students for an industry that relies heavily on a diverse work force. Integrated into the program is a three month internship as well as a graduating research paper and a structured mentorship program. Classroom activities are supplemented by guest lectures, field trips and volunteer work. The certificate will also prepare them to be entrepreneurial, thoughtful and engaged citizens of an increasingly demanding industry and complex global environment.

*Identify the target student audience(s) for this program*

While the tourism industry has its ups and downs, it is steadily growing and its HR needs over the next ten years are projected to increase as indicated in the BC Job Plans. While tourism from the US has most recently dropped, Asian tourism is growing and visitors from the EU are holding current levels and increasing. Concurrent with the growing need for tourism/hospitality managers is the federal government's initiative to redefine immigration priorities to enable international students who would complete programs in Canada to remain and have easy access to landed status followed by citizenship. This was highlighted and strongly recommended in the report of Advisory Panel and Canada's International Education Strategy that was commissioned by DFAIT/EDU-Canada and released in mid-August/2012. The convergence of these two developments makes the Hospitality & Events Management Certificate program a highly desirable and timely offering for UFV to serve domestic students with undergraduate degrees who want to "top up" their education with a career oriented, skills-based program and for international students who will have the same objective, but coupled with the prospect of immigrating to Canada.

*State how the institution satisfied itself that there is not unnecessary duplication in the system*

No other credential of this type is offered in the region. A list of comparable programs can be found at theLink BC site: <http://linkbc.ca/>

*Provide evidence of labour market demand*

In 2003 the BC Tourism Human Resource Development Hospitality Industry Education Advisory Committee (HIEAC) created *go2hr* as an industry-led and demand driven organization mandated to lead the implementation of a Tourism Human Resource Action Plan. That work has recently been updated involving about 1,000 tourism and hospitality industry representatives who shared their sector and regional perspectives in discussions with the *go2hr* Board and three working groups, as well as through employer and employee surveys and 11 regional consultation sessions.

The result is the 2012 Tourism Labour Market Strategy (TLMS), providing an overview of key policy and industry trends and challenges. The TLMS is the roadmap that will guide the tourism and hospitality industry over the next five years. *go2hr* works closely with both the provincial and federal governments on tourism and hospitality labour issues so that the priorities and strategies identified by *go2hr* are complementary with governments and are made in tandem with the BC Jobs Plan.

In September 2011 the provincial government released the BC Jobs Plan. The BC Jobs Plan identifies tourism as a priority sector because of its ability to drive new investment, BC's competitive advantage in tourism, and the fact that most communities in BC (both Aboriginal and non- Aboriginal) rely on tourism to some extent. A priority of the BC Jobs Plan and *Gaining the Edge* is a five per cent annual growth of tourism throughout the province – an objective at the heart of the TLMS. This would result in \$18 billion in tourism revenue by 2016. It also emphasizes the need for partnerships with industry, regions and communities – a philosophy shared by the TLMS.

As part of the BC Jobs Plan, Roslyn Kunin & Associates (RKA) was engaged. According to RKA in the tourism industry new jobs created by expansion (44,220) and openings from replacement needs



(57,210; mostly through retirements) will total 101,430 job openings (full year job equivalencies) in tourism in BC by 2020 – or 10 per cent of all expected job openings in the province by that year.

From the federal side, the section quoted below from their Advisory Panel And Canada's International Education Strategy clearly underlines the importance of International Education with regard to Canada's immigration policies and skills shortages. The Panel was commissioned by the current government and it made 15 recommendations. One would assume that the Government will act upon the recommendation of its Panel. Recommendation 14 in particular addresses these questions.

*Numerous studies warn that Canada will suffer a severe shortage of skilled labour within as little as a decade. Canada's talent shortfall will span all occupations: managerial, professional, technical and skilled trades, as well as highly accomplished researchers and scientists. The demographic pressure of an aging workforce will affect occupations in all sectors. In some domains, Canada is already being challenged by talent shortages.*

*Seventy-five percent of Canada's workforce growth now comes from immigration. It is expected to reach 100 percent by the end of the decade. International recruitment strategies targeting both the quantity and quality of talent are needed to address Canada's future shortfalls in the human capital necessary for building a world-class knowledge economy. International students provide an excellent source of highly qualified and skilled persons to meet our current and future labour market needs, although Canada faces strong global competition with industrialized countries to attract the same pool of young international talent.*

*International students choosing to remain in Canada after their studies constitute a desirable source of qualified immigrants who are capable of integrating well into Canadian economy and society. Those who return to their home country will become allies with Canada by fostering successful commercial and political relations, given their understanding of Canadian values and society.*

(Panel Report, pg.11)

#### **Curriculum:**

*Describe the skills, knowledge, or other attributes students will develop from the program*

The learning outcomes for the program are outlined above.

*Describe the program/course structure, including delivery modes(s)*

| Course   | Title                                                   | Credits |
|----------|---------------------------------------------------------|---------|
| HOEV 200 | <i>Principles of Tourism, A Canadian Perspective</i>    | 3       |
| HOEV 201 | <i>Hospitality Accounting and Financial Management</i>  | 3       |
| HOEV 300 | <i>Hospitality Operations</i>                           | 3       |
| HOEV 301 | <i>E-Business and Technology Systems</i>                | 3       |
| HOEV 302 | <i>Marketing Management for Hospitality and Tourism</i> | 3       |
| HOEV 400 | <i>Customer Relations Management</i>                    | 3       |
| HOEV 401 | <i>Canadian Hospitality and Employment law</i>          | 3       |

|          |                          |   |
|----------|--------------------------|---|
| HOEV 402 | <i>Events Management</i> | 3 |
| HOEV 450 | <i>Internship</i>        | 3 |

| <b>Certificate Program by Semester</b> |                                                                                                                                                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan-Apr 2014                           | HOEV 200 – Principles of Tourism: A Canadian Perspective<br>HOEV 201 – Hospitality Accounting & Financial Management<br>HOEV 301 – E-Business and Technology Systems<br>HOEV 302 – Marketing Management for Hospitality and Tourism<br>HOEV 303 – Organizational Behavior and Leadership |
| May – Jul 2014                         | HOEV 450 – Hospitality and Events Internship                                                                                                                                                                                                                                             |
| Sept – Dec 2014                        | HOEV 300 – Hospitality Operations<br>HOEV 400 – Customer Relations Management<br>HOEV 401 -Canadian Hospitality Employment Law<br>HOEV 402 – Events Management                                                                                                                           |

### **Calendar Descriptions**

#### **HOEV 200: Principles of Tourism: A Canadian Perspective**

The business of tourism deals with the organization of journeys away from home and the way in which tourists are welcomed and catered for in the destination country. This course will provide an overview of the tourism industry in Canada. It will examine the interrelationships of all five sectors of the tourism industry (accommodation, transportation, food and beverage, recreation and entertainment, and travel services), along with the economic, environmental, cultural and social impact of tourism on a country.

#### **HOEV 302: Marketing Management for Hospitality and Tourism**

This course will introduce the student to the concepts of marketing to a service industry, where more often than not the product is intangible and the consumer must be brought to the product versus the product to the consumer. A primary focus will be on introducing the importance of strategy as part of the marketing function, detailing the various tactics that hospitality business may use to build a competitive advantage. The student will complete the course with a marketing plan designed for a special event they have conceptualized, or a hospitality business.

#### **HOEV 303: Organizational Behavior and Leadership**

Hospitality management, in any of the five sectors of tourism, relies heavily on the resource of people and the successful leadership of that resource. This course will move progressively through the individual, group and organizational levels of behavior and will examine the interrelationships among these levels. Focus on developing advanced skills in organizational leadership through the study and application of customer care, both internal and external, understanding and appreciating a diverse workforce, and the power of teams in hospitality. Through case studies and experiential exercises key management tasks such as managing conflict, motivating and retaining employees, and the management of working relationships will be examined

**HOEV 301: E-Business and Technology Systems**

This course is a survey of computer applications employed in the hospitality event management industry. This course will place a strong emphasis on the role of technology in operations and the management of technology as a strategy

**HOEV 400: Customer relations Management**

This course builds upon the learning of the Hospitality/Tourism customer from HOEV 200 and HOEV 302. Basic concepts of customer service are reviewed and current trends in the customer service industry. Emphasis is placed upon the purchase of an intangible product and how to create value, how to build trust and loyalty with your customer, both internal and external. Problem solving, development of a customer service strategy, creating customer service systems, coping with challenging customers, customer retention and measuring customer satisfaction are all addressed in detail.

**HOEV 201: Hospitality Accounting & Financial Management**

This course will introduce the student to the financial management function in hospitality organizations. Attention is given to the unique accounting and operating characteristics that are of major concern to managers in the hospitality industry, namely that it is a labor intensive, capital intensive, often highly leveraged and has its own Uniform System of Accounts. The course provides the student an understanding of the importance and usefulness of accounting to hospitality managers for good decision making and maximizing profit.

**HOEV 300: Hospitality Operations**

This course offers the student a broad view of the operating cycles of hospitality operations in a multitude of facilities such as hotels, motels, entertainment centres, off premise catering companies, commercial food production plants, retirement living communities, tourism attractions. Along with in class lectures and study, Hospitality Operations will rely heavily on industry partners, on site visitations, guest lectures and a cases study provided by an industry partner looking to improve bottom-line results through efficiency in operations management.

**HOEV 401: Canadian Hospitality Employment Law:**

This course covers all significant provincial and national laws applicable to employment relationships found in hospitality businesses and studies effective methods managing hospitality employees in compliance with applicable employment laws. Students learn to effectively identify, evaluate, and resolve employment law issues and liabilities commonly encountered by hospitality businesses. Topics include constitutional law, the common law of contract, forms of business organizations, human rights, labor relations, liquor, health and licensing, definition of hotels and related establishments, and the safety of guests.

**HOEV 402: Events Management**

This course, through a systematic approach examines the research, conceptualization, planning, development, marketing, and staging of events from small gatherings to major community events and festivals. The impact of events on our communities, our environment and our economy is examined at length. Particular attention is given to the purpose of gathering, the needs of all participants as they relate to the field of festival and event management. Students will be required to volunteer..

**HOEV 450: Internship**

A field-based experience for students to focus on a possible career path. This experiential opportunity is designed to expand the students' knowledge of the hospitality and event management industry by rotating through various departments, or experiencing a multitude of events from the conceptualization stage through to execution and evaluation. The student will be required to secure their own internship through prior networking from earlier projects and assignments.

*Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable*

There are no *provincial, national and/or international certifications and standards* for hospitality management beyond what various provincial organizations such as the BC Tourism Human Resource Development Hospitality Industry Education Advisory Committee (HIEAC) have identified for post-secondary programs. Within BC there is no post-BA certificate in Hospitality Management designed for people who have degrees from other disciplines and who want to enter the hospitality/tourism industry.

UFV Hospitality Event Planning programs are working with (in conjunction with) Meeting Planners International, Canadian Tourism Human Resource Council and LinkBC in the development and delivery of industry approved curriculum. Though not an official industry designation we are working to ensure our curriculum is aligned with the newly developed, industry lead Meetings and Business Event Competency Standards Curriculum guide as well as core curricula developed by LinkBC via industry leaders.

**Program Consultations and Evaluation:**

*List the other provincial post-secondary institutions consulted about the proposed program*

As part of the LinkBC network, UFV has been working closely with our tourism and hospitality colleagues in post-secondary education. LinkBC provides a thorough review of what is being offered at the moment, and where there is a gap in tourism and hospitality education. Because of our association and relationship with LinkBC, provincial consultation was done through LinkBC.

*Provide a list and summary of the nature of all other consultations*

Tim Tindle  
General Manager  
<http://www2.panpacific.com/en/Vancouver>

Brian Coombs  
Executive Director, Tourism Chilliwack  
<http://www.tourismchilliwack.com/>

Ana Macedo  
Facilities Manager, Heritage Park, Chilliwack  
<http://www.chilliwackheritagepark.com>

Tom Ebner  
Director, New Business Development  
Cantrav (Destination Management Company)  
<http://cantrav.com/>

Todd Jeannotte  
Director, Catering and Convention Services  
Four Seasons Vancouver, Hotels and Resorts  
<http://www.fourseasons.com/vancouver/>

Dawn Woodhouse  
Director, Catering and Conference Services  
Four Seasons Las Vegas  
<http://www.fourseasons.com/lasvegas/>

Debra Lykkmark  
CEO and Company Founder  
Culinary Capers  
<http://www.culinarycapers.com/index.html>

Dr. Brian White, Director  
School of Tourism and Hospitality Management  
Royal Roads University  
<http://www.royalroads.ca/>

*State whether or not the program meets the program eligibility requirements as outlined at [www.bcsap.bc.ca](http://www.bcsap.bc.ca) under the "School Officials" icon*

This program is not eligible for the BC Student Loans program

*Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented*

This program will be reviewed under Policy 189, **Academic Program and Unit Reviews**.

*Indicate whether safety and other risk management factors have been addressed where appropriate*

Two overnight field trips (five day four nights) will be mandatory components of the program. Transportation, activities, industry speakers and accommodation will be arranged and provided for by the University. The field trips are considered low risk.

#### **Admissions and Transfer:**

*Indicate how the institution plans to ensure students' ability to access the program through transfer*

Students will be assessed for transfer credit in accord with UFV Policy 107, **Transfer Credit**.

*Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution*

Students may transfer some courses to other programs if those programs accept them for transfer credit. The courses will be articulated through BCCAT. Potential transfer sites include Capilano University, Okanogan College, and Thompson Rivers University.

*Indicate how students will be able to transfer into related degree-level programs, if applicable*

While the certificate is not designed to ladder into another credential, it is anticipated that students who wish to pursue a Tourism/Hospitality Management Degree will be able to negotiate individual transfer credit towards a related degree by combination of their undergraduate program and the Hospitality and Event Post-Degree Certificate. Royal Roads University (RRU) has given this proposal an initial review and indicates that the program looks comprehensive and would ladder into RRU's MA Tourism Management program (Dr. Brian White, Director, School of Tourism and Hospitality Management). A detailed review will take place in late November of this year and calendar copy can be updated at that time.

Courses will be submitted for transfer to **BCCAT**, as per the policy of UFV.

**Other:**

*Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal*

Note: Attach all the appendices required, as listed below:

Appendix A: Undergraduate Non-Degree Calendar Copy

Appendix B: Budget Analysis

Appendix C: Library Collection Analysis

Appendix D: New course outlines

Appendix E: Letter from LinkBC

Appendix F: Tourism & Hospitality Program Comparison

**Appendix A: Undergraduate Non-Degree Calendar Copy**

1. Faculty of Trades and Technology, Hospitality Event Planning Department
2. Website: <http://www.ufv.ca/Hospitality.htm> Program title/credential: Hospitality & Event Management Post-Degree Certificate
3. Associated degree program N/A
4. Program introduction/calendar description

This 30 credit certificate program is designed specifically for students who already have an undergraduate degree and are looking to gain a leadership role in the hospitality and event management industry. Students will develop knowledge and skills relating to the national tourism industry, and the events market. The theoretical knowledge and hands on skills will help to prepare the student for an opportunities based industry that relies heavily on a diverse work force. Integrated into the program are lectures and interactive experiences delivered by industry leaders from all five sectors of the industry, along with a 3 month internship program and two overnight field trips. Field trips are designed to have the students experience the diversity of tourism and hospitality options throughout the province of British Columbia. Classroom activities are supplemented by guest lectures and volunteer work. The certificate will also prepare the student to be entrepreneurial, thoughtful and engaged citizens of an increasingly demanding industry.

Royal Roads University (RRU) has given this proposal an initial review and indicates that the program looks comprehensive and would ladder into RRU's MA Tourism Management program (*Dr. Brian White, Director, School of Tourism and Hospitality Management*).

5. Entrance requirements

Students must have completed an undergraduate degree in any discipline.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar. Students must also ensure that they meet course prerequisites.

6. When to apply

Applications are accepted for entrance to the Winter and Fall semesters. For application deadlines, see *Specific intake application process* in the Admissions section of the UFV calendar.

7. How to apply

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records (A&R) office. Application forms are available from any A&R or Student Services office. You can also print an application form or apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply).

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be



considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the Fees and Other Costs (*calendar link*) section). This money will be applied toward your tuition fees. Final payment of all course fees is due the end of the second week of classes.

#### **8. Basis for admission decision**

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

#### **9. Program duration and total number of credits:**

The program consists of 30 credit units completed over 3 semesters, and will commence in January 2014.

Fees and additional costs (*a link to the general fees section of the calendar will be included;*

|                   |           |
|-------------------|-----------|
| Fall Field Trip   | \$1100.00 |
| Spring Field Trip | \$850.00  |
| Text Books        | \$1200.00 |

Students need access to a vehicle to attend **day** field trips and internship sites.

#### **10. Location:**

Trades and Technology Centre

5579 Tyson Road, Chilliwack, BC V2R 0H9

Internship and field trip experiences occur at a variety of locations throughout Metro Vancouver and the Fraser Valley.

#### **11. Program outline (*courses to be completed*)**

| Certificate Program by Semester |                                                                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan – Apr 2014                  | HOEV 200 – Principles of Tourism: A Canadian Perspective<br>HOEV 201 – Hospitality Accounting & Financial Management<br>HOEV 301 – E-Business and Technology Systems<br>HOEV 302 – Marketing Management for Hospitality and Tourism<br>HOEV 303 – Organizational Behavior and Leadership |
| May- Jul 2014                   | HOEV 450 – Hospitality and Events Internship                                                                                                                                                                                                                                             |
| Sep – Dec 2014                  | HOEV 300 – Hospitality Operations<br>HOEV 400 – Customer Relations Management<br>HOEV 401 -Canadian Hospitality Employment Law<br>HOEV 402 – Events Management                                                                                                                           |

**12. Specializations or options of the program N/A****13. Program regulations (*standard policies apply unless superseded by program-specific regulations*)****a. Continuance and probation**

The Hospitality Event Management courses for each semester are pre requisites for the coursework in the next semester. Due to the integrated nature of event management, progression from one semester to the next requires concurrent completion of all hospitality event management courses. All students must receive a passing grade of 70% (GPA 3.0) or better in each of the Hospitality Event management courses in order to proceed with the program.

**b. Course repetition**

Courses in the Hospitality and Event Management program in each semester are closely related to each other and are considered co requisites. Failure of one course **may require withdrawal** from the program until the next course offering in order to continue through completion of the program.

**c. Readmission**

Students requesting re-admission to the Post Graduate Certificate in Hospitality Event Management must document their request in writing to the department head. The letter of request must include a description of the circumstances related to their withdrawal of the program, an explanation of previous areas of difficulty, and plans for the promotion of their future success. Requests for re-admission must be received at the Trades and Technology Centre four months prior to the semester for which they are reapplying.

The student selection committee will review all re-admission requests and based on faculty recommendations (from the last semester in which the student was enrolled) will decide upon the appropriate placement in the program. Factors influencing the final decision for re-admission include availability of seats, length of absence from the program, previous academic achievements, and potential for success. An interview with the department head is required of all students requesting re-admission. All applicants for re-admission will be informed in writing regarding the decision and conditions for re-entry into the program. The department head may stipulate conditions attached to re-admission. Re-admission into the program may necessitate the successful completion of hospitality event management courses previously passed if in the judgment of faculty, the length of absence from the program and/or the reasons for withdrawal would render the applicant inadequately prepared for the subsequent semester.

**d. Residency**

Students must complete at least 15 credits at UFV. The internship course must be completed at UFV. PLAR may be considered on a case-by-case basis, but courses transferred from elsewhere or waived through PLAR do not count toward the residency requirement.

- e.** Graduation requirements  
Students must apply to graduate by completing a Request to Graduate form. We recommend this be done at the beginning of the final semester.
- f.** Maximum length of time to complete program  
Students must complete the program within three years.

**UNIVERSITY of the FRASER VALLEY**  
**Post Degree Certificate in Hospitality & Event Management**  
**Budget Analysis Template - Program Costing**

|                                             | Intake Size:    |                 |                |                |                |                |                |                |
|---------------------------------------------|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Domestic                                    | 0               | 0               | 0              | 0              | 0              | 0              | 0              | 0              |
| International                               | 15              | 18              | 22             | 24             | 26             | 28             | 32             | 36             |
| <b>Revenues:</b>                            |                 |                 |                |                |                |                |                |                |
| Domestic Tuition                            | -               | -               | -              | -              | -              | -              | -              | -              |
| International Tuition                       | 210,000         | 252,000         | 308,000        | 336,000        | 364,000        | 392,000        | 448,000        | 504,000        |
| <b>Total Revenues:</b>                      | 210,000         | 252,000         | 308,000        | 336,000        | 364,000        | 392,000        | 448,000        | 504,000        |
| <b>Expenditures:</b>                        |                 |                 |                |                |                |                |                |                |
| Salary Costs:                               |                 |                 |                |                |                |                |                |                |
| F/T Faculty                                 | 80,000          | 80,000          | 80,000         | 80,000         | 80,000         | 80,000         | 80,000         | 80,000         |
| Sessional Sections                          | 18,000          | 18,000          | 18,000         | 18,000         | 18,000         | 18,000         | 18,000         | 18,000         |
| Admin Salaries/Releases                     | -               | -               | -              | -              | -              | -              | -              | -              |
| Staff Support                               | -               | -               | -              | -              | -              | -              | -              | -              |
| Benefits                                    | 18,620          | 18,620          | 18,620         | 18,620         | 18,620         | 18,620         | 18,620         | 18,620         |
| Sessional Surcharge                         | 2,678           | 2,678           | 2,678          | 2,678          | 2,678          | 2,678          | 2,678          | 2,678          |
|                                             | 119,298         | 119,298         | 119,298        | 119,298        | 119,298        | 119,298        | 119,298        | 119,298        |
| Other Expenses:                             |                 |                 |                |                |                |                |                |                |
| Supplies                                    |                 |                 |                |                |                |                |                |                |
| Travel                                      |                 |                 |                |                |                |                |                |                |
| Photocopy                                   |                 |                 |                |                |                |                |                |                |
| Miscellaneous                               | 30,000          | 30,000          | 30,000         | 30,000         | 30,000         | 30,000         | 30,000         | 30,000         |
| <b>Total Expenditures:</b>                  | 149,298         | 149,298         | 149,298        | 149,298        | 149,298        | 149,298        | 149,298        | 149,298        |
| <b>Revenues Net of Direct Costs:</b>        | <b>60,703</b>   | <b>102,703</b>  | <b>158,703</b> | <b>186,703</b> | <b>214,703</b> | <b>242,703</b> | <b>298,703</b> | <b>354,703</b> |
| <b>Institutional Overhead:</b>              |                 |                 |                |                |                |                |                |                |
| Institutional Support                       | 109,200         | 131,040         | 160,160        | 174,720        | 189,280        | 203,840        | 232,960        | 262,080        |
| <b>Net Surplus/(Deficit) Faculty Alloca</b> | <b>(48,498)</b> | <b>(28,338)</b> | <b>(1,458)</b> | <b>11,983</b>  | <b>25,423</b>  | <b>38,863</b>  | <b>65,743</b>  | <b>92,623</b>  |

**Appendix C: Library Collection Analysis**

This program uses the same materials as an existing undergraduate level vocational program, and will not require any additional material in the library. However, some suggestions for additions to the collection have been made by the developers, and these will be purchased from the Trades and Technology budget. They are:

**Communication**

Business Writing For Hospitality/Wildes, Vivienne. 2009. ISBN-13: 9780131715714

<http://www.pearsonhighered.com/educator/product/Business-Writing-for-Hospitality/9780131715714.page>

**Customer Service**

Managing quality service in hospitality : how organizations achieve excellence in the guest experience / Ford, Robert C. 2012 ISBN: 9781439060322

<http://www.amazon.com/Managing-Quality-Service-Hospitality-Organizations/dp/1439060320>

Providing quality service : what every hospitality service provider needs to know / William B. Martin.

2003 ISBN: 0130967459

[http://www.pearsonhighered.com/pearsonhigheredus/educator/product/products\\_detail.page?isbn=9780130967459](http://www.pearsonhighered.com/pearsonhigheredus/educator/product/products_detail.page?isbn=9780130967459)

**Entrepreneurship and Business Development**

Leadership and entrepreneurship in the hospitality industry/ Sheppardson, Chris.

2011. ISBN: 9781906884499

[http://www.amazon.com/Leadership-Entrepreneurship-Hospitality-Industry-Sheppardson/dp/1906884498/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1339881744&sr=1-1&keywords=Leadership+and+entrepreneurship+in+the+hospitality+industry](http://www.amazon.com/Leadership-Entrepreneurship-Hospitality-Industry-Sheppardson/dp/1906884498/ref=sr_1_1?s=books&ie=UTF8&qid=1339881744&sr=1-1&keywords=Leadership+and+entrepreneurship+in+the+hospitality+industry)

Entrepreneurship and small business management in the hospitality industry/

Lee-Ross, Darren. 2009 ISBN: 9780750684484 <http://www.amazon.com/Entrepreneurship-Business-Management-Hospitality-Industry/dp/0750684488>

Hospitality Business Development/ Hassanien, Ahmed. 2010 ISBN: 9781856176095

<http://www.amazon.com/Hospitality-Business-Development-Ahmed-Hassanien/dp/1856176096>

**Ethics**

Ethical Decision-Making in the Hospitality Industry / Jaszay, Christine & Paul Dunk 2005 ISBN: 9780131136809

[http://www.amazon.com/Ethical-Decision-Making-Hospitality-Industry-Christine/dp/0131136801/ref=pd\\_sim\\_b\\_9](http://www.amazon.com/Ethical-Decision-Making-Hospitality-Industry-Christine/dp/0131136801/ref=pd_sim_b_9)

Ethics in the Hospitality and Tourism Industry/Lieberman, Karen. 2008. ISBN 978-0-86612-328-0

[http://shop.ahlei.org/Ethics-in-the-Hospitality-and-Tourism-Industry-Second-Edition\\_p\\_2177.html](http://shop.ahlei.org/Ethics-in-the-Hospitality-and-Tourism-Industry-Second-Edition_p_2177.html)

Responsible Hospitality: Theory and Practice/Hawkins, Rebecca. 2011.

<http://www.goodfellowpublishers.com/academic-publishing.php?promoCode=&partnerID=&content=story&storyID=240>

### **Hospitality Law**

Canadian hospitality law : liabilities and risk / Longchamps, Donald & Bradley H. Wright. 2007. ISBN: 9780176407216 [http://www.amazon.ca/Canadian-Hospitality-Law-Prof-Longchamps/dp/0176407219/ref=sr\\_1\\_5?s=books&ie=UTF8&qid=1339878307&sr=1-5](http://www.amazon.ca/Canadian-Hospitality-Law-Prof-Longchamps/dp/0176407219/ref=sr_1_5?s=books&ie=UTF8&qid=1339878307&sr=1-5) maybe there is a newer edition on the way?

Understanding Hospitality Law / Jefferies, Jack P. 2010. ISBN: 9780866123457 (Unfortunately American)

<http://www.amazon.com/Understanding-Hospitality-Law-Jack-Jefferies/dp/0866122273>

### **Human Resources**

Case scenarios in hospitality supervision /Szende, Peter. 2010. ISBN: 9781428321403

<http://www.amazon.com/Case-Scenarios-In-Hospitality-Supervision/dp/1428321403>

Supervision in the Hospitality Industry/ Walker, John R. W. 2012. ISBN: 9781118072844

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002079.html>

### **Leadership**

Executive Decisions: Hospitality Case Studies in Leadership, Ethics, Employee Relations, and External Relations/Fisher, William. 2011 ISBN 978-0-86612-361-7 [http://shop.ahlei.org/Executive-Decisions-Hospitality-Case-Studies-in-Leadership-Ethics-Employee-Relations-and-External-Relations-Second-Edition-p\\_2160.html](http://shop.ahlei.org/Executive-Decisions-Hospitality-Case-Studies-in-Leadership-Ethics-Employee-Relations-and-External-Relations-Second-Edition-p_2160.html)

Leadership and Management in the Hospitality Industry/ Woods, Robert. 2013. ISBN-13: 9780133076912 <http://www.pearsonhighered.com/educator/product/Leadership-and-Management-in-the-Hospitality-Industry-AHLEI/9780133076912.page>

### **Marketing**

Hospitality Marketing: Principles and Practice/ Bowie, David. 2011. <http://www.amazon.ca/Hospitality-Marketing-Principles-David-Bowie/dp/0080967914>

Marketing for Hospitality & Tourism/Kotler, Philip. 2010.

<http://www.pearsonhighered.com/educator/product/Marketing-for-Hospitality-Tourism/9780135045596.page>

Marketing in the Hospitality Industry/Nykiel, Ronald. 2011. [http://shop.ahlei.org/Marketing-in-the-Hospitality-Industry-Fifth-Edition\\_p\\_2130.html](http://shop.ahlei.org/Marketing-in-the-Hospitality-Industry-Fifth-Edition_p_2130.html)

Marketing for Tourism and Hospitality: A Canadian Perspective/Hudson, Simon. 2009. ISBN: 0-17-644047-X <http://www.hudson2e.nelson.com/> \*\*Offer because Canadian maybe updated soon?

### **Reference**

#### ***Employment Law (Canada)***

B.C. Employment Standards Act: Quick Reference - 2011 Edition/ Marshall, Gavin. 2011. ISBN: 978-0-7798-3676-5 <http://www.carswell.com/description.asp?docid=8023> (Order Copy for Chilliwack- will probably come from Reference Budget.)

Federal Labour & Employment Legislation/ Broad, Paul. 2012. ISBN: 978-0-88804-584-3 <http://www.carswell.com/description.asp?docid=8804> (Reference Budget)

#### ***International***

International encyclopedia of hospitality management, ed. by Abraham Pizam. Elsevier, 2005. 685p bibl index ISBN 0-7506-5996-3, \$240.00. Reviewed in 2006mar CHOICE.

Presented as a collective work, this encyclopedia is the result of hard effort by 218 leading authors from 23 countries, 15 section editors, and chief editor Pizam (dean, Rosen College of Hospitality Management, Univ. of Central Florida, Orlando). As Pizam notes, this encyclopedia does not cover every single aspect of the hospitality management discipline, but it should serve as a basic reference work for undergraduates, graduate students, and the general public. Carefully chosen entries represent not only the main sectors such as lodging, food service, events, and clubs, but also the disciplines of accounting and finance, marketing, human resources, information technology, strategic management, and facilities management. Listed alphabetically, all 728 entries provide detailed cross-sectional views across the subject fields. Each entry provides a list of up to ten relevant and current references--including databases and Web sites--and is individually signed by its author. Readers can use a well-laid-out searchable index that gives main entries in boldface and subentries in normal typeface. Summing Up: Highly recommended. Academic libraries serving lower-level undergraduates and above; hospitality industry professionals. -- Anjana H. Bhatt, Florida Gulf Coast University <http://www.cro2.org/default.aspx?page=reviewdisplay&pid=3156868>

### **Technology**

Technology strategies for the hospitality industry / Nyheim, Peter D. c2012. ISBN:9780135038024 <http://www.pearsonhighered.com/educator/product/Technology-Strategies-for-the-Hospitality-Industry/9780135038024.page>

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 200: Principles of Tourism

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 200: Principles of Tourism: A Canadian Perspective.

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 200 – Principles of Tourism: A Canadian Perspective

This course introduces the student to the hospitality and tourism industry nationally and globally.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 200 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.



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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with one overnight field trip which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Yes, they will be funded by the student and the dates will be announced at the beginning of term.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00

Field Trips: \$1100.0



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                       |             |
| HOEV 200                                                                                                                  | Trades and Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT    | UFV CREDITS |
| Principles of Tourism: A Canadian Perspective                                                                             |                       |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                       |             |

**CALENDAR DESCRIPTION:**

The business of tourism deals with the organization of journeys away from home and the way in which tourists are welcomed and catered to in the destination country. This course will provide an overview of the tourism industry in Canada. It will examine the interrelationships of all five sectors of the tourism industry (accommodation, transportation, food and beverage, recreation and entertainment, and travel services), along with the economic, environmental, cultural, and social impact of tourism on a country.

Note: This course includes field trips.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**TOTAL HOURS PER TERM:** 45 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: \_\_\_\_\_ Hrs Hours per day: \_\_\_\_\_  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 15 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 26  
 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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus-Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 200**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

## LEARNING OUTCOMES:

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

- Describe the role and function of professional, industry, and government organizations that impact tourism nationally and internationally
- Discuss the tourism industry's impact on an economy, culture and environment
- Identify the composition and major characteristics of tourism products
- Categorize career paths, sources of career path information, and career opportunities in tourism

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

Lectures, discussion, guest lectures, field trip, site visits, student presentations.

## METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

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

☐ 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:]*

*Passport, An Introduction to the Tourism Industry, 5<sup>th</sup> Canadian Edition*  
Howell, Wright, Reynolds  
Publisher: Nelson ISBN 978-0-17-610488-7

## SUPPLIES / MATERIALS:

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

|                         |     |
|-------------------------|-----|
| Mid-term and final exam | 45% |
| Presentation and report | 35% |
| Journal                 | 20% |

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

- |         |                                                                                                                                                                                                                     |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1  | Introduction to the definition, history, growth of tourism; the role of government in tourism, and the eight sectors of tourism                                                                                     |
| Week 2  | Who travels: The pleasure, market, the domestic tourist, out-bound travel, in-bound travel                                                                                                                          |
| Week 3  | The economics of business travel: Travel for business, incentive travel, transportation for business travel, accommodation for business travel, and channels of distribution                                        |
| Week 4  | Community development of tourism: Destination development, the economic impact of destination development and the social impact of community tourism                                                                |
| Week 5  | Tourism Supporters and Promoters: Selling tourism, private promoters, public promoters                                                                                                                              |
| Week 6  | The transportation industry: The airline, railway, cruise and marine industries, motor coaches, car rental industry, and mass transit                                                                               |
| Week 7  | Mid-term exam                                                                                                                                                                                                       |
| Week 8  | The Accommodation sector: Origins of the accommodations sector, types of accommodation, ownership and management, current trends in service and products, accommodation challenges, the accommodation of the future |
| Week 9  | The Food and Beverage Sector: Food and beverage operations, the restaurant food services market, off-premise catering, food and beverage trends and management.                                                     |
| Week 10 | Meetings, Events and Conferences for business: The what, where and why of business meetings. Event marketing, corporate meetings market, the role of the meeting planner, channels of distribution                  |
| Week 11 | Attractions, Festivals and Special Events: Community events, ecotourism and attractions, attraction products and trends, festival development for the enhancement of destination tourism, channels of distribution  |
| Week 12 | Adventure Tourism, Outdoor Recreation and Ecotourism: Adventure tourism, outdoor recreation, facilitating outdoor recreation, ecotourism, trends in ATOR, challenges with ATOR, nationally and globally             |
| Week 13 | The Travel Agency: The travel agency as an intermediary, types of travel agencies, the online agent, the future of travel agencies, travel associations                                                             |
| Week 14 | Final Exam                                                                                                                                                                                                          |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 201: Hospitality Accounting and Financial Management

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 201: Hospitality Accounting and Financial Management

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 201 – Hospitality Accounting and Financial Management

This course introduces the student to the financial management function in the hospitality and event management industry, highlighting an environment that is labour intensive, capital intensive and often highly leveraged.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 201 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.

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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mip and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                       |             |
| HOEV 201                                                                                                                  | Trades and Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT    | UFV CREDITS |
| Hospitality Accounting & Financial Management                                                                             |                       |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                       |             |

**CALENDAR DESCRIPTION:**

This course will introduce students to the financial management function in hospitality organizations. Attention is given to the unique accounting and operating characteristics that are of major concern to managers in the hospitality industry, namely that it is a labor intensive, capital intensive, often highly leveraged, and has its own Uniform System of Accounts. The course provides students with an understanding of the importance and usefulness of accounting to hospitality managers for good decision making and for maximizing profit.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**TOTAL HOURS PER TERM:** 45 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: \_\_\_\_\_ Hrs Hours per day: \_\_\_\_\_  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 15 Hrs

**OTHER:**  
 Maximum enrolment: 26  
 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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus-Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 201**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- State the fundamental purpose of accounting
- Describe generally accepted accounting principles
- Describe accounting practices related to an accounting system for a Canadian service business
- Discuss the value and use of a Uniform System of Accounts
- Complete an accounting cycle

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

Lecture, on line instruction, work sheets, case studies.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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:]*

*Accounting for the Hospitality Industry*, Canadian Edition Moncarz, Portocarrero, Davoodi  
Publisher: Pearson  
ISBN: 0-13-127593-3

**SUPPLIES / MATERIALS:**

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

|                         |     |
|-------------------------|-----|
| Mid-term and final exam | 60% |
| Quizzes                 | 20% |
| Case studies            | 20% |

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

|         |                                                                                                                                                                                                                                                                            |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1  | Accounting as the Basis for Management Decisions: The internal users and the external users, distinguishing between management accounting and financial accounting, accounting as a business information system, the hospitality manager's need for accounting information |
| Week 2  | Basic Accounting Concepts: GAAP, accounting methods, the fundamental accounting equation                                                                                                                                                                                   |
| Week 3  | Processing Business Transactions: Business transactions in the service industry, the accounting cycle, transaction analysis                                                                                                                                                |
| Week 4  | Journalizing, Posting and Taking a Trial Balance: The general journal, posting to the general ledger, chart of accounts, taking a trial balance of the general ledger                                                                                                      |
| Week 5  | Adjusting the Trial Balance: The Financial Statement Worksheet                                                                                                                                                                                                             |
| Week 6  | Completing the Accounting Cycle: Income statement prep, balance sheet prep, closing the books                                                                                                                                                                              |
| Week 7  | Special Purpose Journals and Subsidiary Ledgers                                                                                                                                                                                                                            |
| Week 8  | Mid Term Exam                                                                                                                                                                                                                                                              |
| Week 9  | The Balance Sheet: Assets, liabilities and owners' equity                                                                                                                                                                                                                  |
| Week 10 | The Income Statement: Revenues, expenses, relationship of the income statement to the balance sheet                                                                                                                                                                        |
| Week 11 | Property and Equipment and Inventories: Depreciation methods, inventory valuation methods                                                                                                                                                                                  |
| Week 12 | Understanding Financial Statements: Common size analysis, ratio analysis, cash flow analysis                                                                                                                                                                               |
| Week 13 | Review                                                                                                                                                                                                                                                                     |
| Week 14 | Final Exam                                                                                                                                                                                                                                                                 |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 300: Hospitality Operations

---

## **B. New Course:**

HOEV 300: Hospitality Operations

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

## **2. How new course fits into program(s)**

HOEV 300 – Hospitality Operations

This course offers the student studying Hospitality Event Management a broad overview of the operating cycles and environments of a multitude of potential facilities where they may find employment.

**3. If a new discipline designation is required, explain why:** N/A

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 300 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.



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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mip and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                       |             |
| HOEV 300                                                                                                                  | Trades and Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT    | UFV CREDITS |
| Hospitality Operations                                                                                                    |                       |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                       |             |

**CALENDAR DESCRIPTION:**

This course offers the student a broad view of the operating cycles of hospitality operations in a multitude of facilities such as hotels, motels, entertainment centres, off-premise catering companies, commercial food production plants, retirement living communities, and tourism attractions. Along with in-class lectures and study, this course will rely heavily on industry partners, on-site visitations, guest lectures, and a case study provided by an industry partner looking to improve bottom-line results through efficiency in operations management.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate; HOEV 200, 201, 301, 302, and 303.

COREQUISITES: None

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26

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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus-Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 300**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Recognize and analyze the competencies related to the management and control of hospitality operations
- Describe the interaction of the workforce, organization and customers in terms of key management result areas
- Recognize the importance of a theoretical and practical knowledge of the measurement, management and implementation of product and service quality initiatives
- Assess a range of operational issues affecting today's hospitality industry
- Apply theoretical approaches to productivity, income, asset protection and employee performance

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

Guest lectures, site visits, case studies, lectures.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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:]*

International Facility Management Association  
Foodservice Organizations, A Managerial and Systems Approach, 6<sup>th</sup> Edition, Mary B. Gregoire, Martin C. Spears  
Hospitality Operations, A Systems Approach 1<sup>st</sup> Edition, Stephen Ball, Peter Jones, David Kirk, Andrew Lockwood

**SUPPLIES / MATERIALS:**

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

|                     |     |
|---------------------|-----|
| Industry case study | 50% |
| Presentation        | 25% |
| Report              | 25% |

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

|         |                                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------|
| Week 1  | Introduction and Overview of Hospitality Operations                                                              |
| Week 2  | Evolution of the Field of Hospitality Operations                                                                 |
| Week 3  | Types of Hospitality Operations                                                                                  |
| Week 4  | Systems Approach to a Hospitality Operation                                                                      |
| Week 5  | Six Key Areas of Hospitality Operations                                                                          |
| Week 6  | Planning – 1                                                                                                     |
| Week 7  | Outlining the responsibilities of an Operations Manager – 2                                                      |
| Week 8  | Understanding your role within the organization and how it fits with the goals of the Hospitality Operations – 3 |
| Week 9  | Understanding of business structure, systems, interior, exterior, and grounds – 4                                |
| Week 10 | Components of assets and the life cycle of those assets – 5                                                      |
| Week 11 | Measuring Performance Success                                                                                    |
| Week 12 | Best Practices in Hospitality Operations                                                                         |
| Week 13 | Introduction Industry Case Study                                                                                 |
| Week 14 | Industry Case Study                                                                                              |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 301: E-Business and Technology Systems

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 301: E-Business and Technology Systems

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 301 – E-Business and Technology Systems

This course integrates the learning from HOEV 200 providing marketing principles specifically for the Hospitality and tourism industry, giving the unique perspective of bring the consumer to the product versus the product to the consumer.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 301 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.

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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value: 3
- b. Class size limit: 26
- c. Frequency of offering: annually
- d. Resources required (labs, equipment): N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                                   |             |
|--------------------|-----------------------------------|-------------|
| HOEV 301           | Trades and Technology             | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                | UFV CREDITS |
|                    | E-Business and Technology Systems |             |
|                    | COURSE DESCRIPTIVE TITLE          |             |

**CALENDAR DESCRIPTION:**

This course is a survey of computer applications employed in the hospitality event management industry. A strong emphasis will be placed on the role of technology in operations and the management of technology as a strategy.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 25 Hrs  
 Laboratory: 15 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus-Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 301**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Identify common computer programs specifically designed for event management and hospitality businesses
- Discuss technological trends in the hospitality and event management industry and the impact on both the provider and the consumer.
- Demonstrate the use of technology in hospitality and event management

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

Guest lecture, lecture, discussion, audio visual media, student presentations.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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:]*

Hospitality Information Systems and E-Commerce, Dana V. Tesone

**SUPPLIES / MATERIALS:**

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

|              |     |
|--------------|-----|
| Essay        | 25% |
| Presentation | 50% |
| Field study  | 25% |

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

|         |                                                                                         |
|---------|-----------------------------------------------------------------------------------------|
| Week 1  | Understanding Hospitality Information Systems and Information Technology                |
| Week 2  | Computer Hardware for Hospitality and Event Planning                                    |
| Week 3  | Computer Software for Hospitality and Event Planning                                    |
| Week 4  | Computer Networks and Communications                                                    |
| Week 5  | E-Commerce, E-Information and Distribution Systems, E-Business Strategies and Solutions |
| Week 6  | Computer Reservations Systems (CRS), and Global Distribution Systems (GDS)              |
| Week 7  | Property Management Systems (PMS) and Point of Sales Systems (POS)                      |
| Week 8  | Accounting Control and Production Systems                                               |
| Week 9  | Marketing and Human Resources Management Systems                                        |
| Week 10 | Safety, Security, and Physical Plant Systems                                            |
| Week 11 | Utilizing and Managing Social Media                                                     |
| Week 12 | Introduction to Presentation Assignment                                                 |
| Week 13 | Presentation                                                                            |
| Week 14 | Presentation                                                                            |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 302: Marketing Management for Hospitality and Tourism

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 302: Marketing Management for Hospitality and Tourism

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 302 – Marketing Management for Hospitality and Tourism

This course integrates the learning from HOEV 200 providing marketing principles specifically for the hospitality and tourism industry. It offers a unique perspective on marketing, given that the consumer is brought to the product rather than vice versa.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 302 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.



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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of the Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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 |                                                  |             |
| HOEV 302                                                                                                                  | Trades and Technology                            | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                               | UFV CREDITS |
|                                                                                                                           | Marketing Management for Hospitality and Tourism |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE                         |             |

**CALENDAR DESCRIPTION:**

This course will introduce students to the concepts of marketing to a service industry, where more often than not the product is intangible and the consumer must be brought to the product versus the product to the consumer. A primary focus will be on introducing the importance of strategy as part of the marketing function, detailing the various tactics that hospitality businesses may use to build a competitive advantage. The student will complete the course with a marketing plan designed for a special event they have conceptualized, or a hospitality business.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 10 Hrs  
 Other: Varies by instructor 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): <u>Nancy Barker</u>          | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>             | Date of meeting: <u>November 9, 2012</u> |
| Campus Wide Consultation (CWC)                   | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>   | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>           | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**HOEV 302**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Define marketing
- Outline the steps in the marketing process
- Describe the roles and functions of marketing in the tourism/hospitality industry
- Explain consumer behavior and the decision process that customers use
- Identify the different types of hospitality customers
- Discuss the hospitality marketing mix
- Outline the importance of strategic marketing in marketing management
- Discuss why it is important to understand the environment and outline the five major environments
- Detail current trends in the international tourism market.
- Define competition analysis and positioning strategies
- Describe how the Internet has transformed marketing
- Detail all of the major components of a marketing plan and be able to apply them to the hospitality industry

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

Lecture, guest lecture, case studies, discussion, audio visual media, student presentations.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

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

*Marketing Essentials in Hospitality and Tourism\**

Publisher: Pearson

ISBN: 0-13-170827-9

or

*Marketing Leadership in Hospitality and Tourism: Strategies and Tactics for a Competitive Advantage 4<sup>th</sup> Edition*

Publisher: Pearson

ISBN: -13: 9780131182400

**SUPPLIES / MATERIALS:**

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

Midterm and final exam    30%

Marketing plan                      30%

Presentation                      20%

Case study                      20%

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

|         |                                                                 |
|---------|-----------------------------------------------------------------|
| Week 1  | The Concept of Marketing                                        |
| Week 2  | Marketing Services                                              |
| Week 3  | The Marketing Mix and the Product Lifecycle                     |
| Week 4  | The Marketing Plan                                              |
| Week 5  | Strategic Marketing/ Main Project Introduction                  |
| Week 6  | Understanding Individual Customers and Organizational Customers |
| Week 7  | Understanding Tourism Markets                                   |
| Week 8  | Mid Term Exam                                                   |
| Week 9  | Integrated Marketing Communications                             |
| Week 10 | Differentiation, Segmentation and Marketing                     |
| Week 11 | Marketing Positioning and Branding                              |
| Week 12 | The Pricing Decision/Case Study                                 |
| Week 13 | Channels of Distribution                                        |
| Week 14 | Final Exam                                                      |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 303 – Organizational Behavior and Leadership

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 303: Organizational Behavior and Leadership

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 303 – Organizational Behavior and Leadership

This course exposes the student to the service culture of the hospitality and event planning industry where diversity is the norm and the heavy reliance of people as the main resource of our industry is reality.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 303 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.

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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
*(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**

|                    |                                        |             |
|--------------------|----------------------------------------|-------------|
| HOEV 303           | Trades and Technology                  | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                     | UFV CREDITS |
|                    | Organizational Behavior and Leadership |             |
|                    | COURSE DESCRIPTIVE TITLE               |             |

**CALENDAR DESCRIPTION:**

Hospitality management, in any of the five sectors of tourism, relies heavily on the resource of people and the successful leadership of that resource. This course will move progressively through the individual, group, and organizational levels of behavior and will examine the interrelationships among these levels. The course will focus on developing advanced skills in organizational leadership through the study and application of customer care, both internal and external, understanding and appreciating a diverse workforce, and the power of teams in hospitality. Through case studies and experiential exercises, key management tasks such as managing conflict, motivating and retaining employees, and the management of working relationships will be examined.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 10 Hrs  
 Other: Varies by instructor 5 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 303 COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Describe the organization and structure of work situations in the hospitality and event planning industry
- To provide a basic knowledge of main ideas and key theories relating to organizational behaviour
- Illustrate customer care through effective group work and leadership
- Compare and contrast the major theories of people management as they relate to hospitality employees
- Develop skills in diagnosis and problem solving by applying the learned material
- Develop their own leadership style

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

Lectures, discussion, guest lectures, student presentations, interviewing industry leaders.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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:]*

Organizational Behavior for the Hospitality Industry, 1<sup>st</sup> Edition, Berger and Brownell

**SUPPLIES / MATERIALS:**

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

|                    |     |
|--------------------|-----|
| Industry interview | 25% |
| Presentation       | 25% |
| Group work         | 25% |
| Case study         | 25% |

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

|            |                                                                                                                                                                                                     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1     | Introduction to the Field of Organizational Behavior for the Hospitality Industry: Identifying the unique characteristics of the Hospitality and Event planning organization                        |
| Week 2     | Individual Behavior: Creating and managing a customer centric environment, personality and learning                                                                                                 |
| Week 3     | Introduction of Industry Interview assignment: Purpose, objectives and deliverable.<br>Communicating effectively with Industry, values, attitudes and work behavior                                 |
| Week 4     | The Power of Teams in Hospitality: Looking at the types of teams in hospitality and event management, dimensions of team behavior, team building and the problem solving process, leading your team |
| Week 5     | Group Problem Solving and Decision Making: Theories of group problem solving, group, decision making, factors that affect group decisions, understanding the impact of group dynamics               |
| Week 6     | Conflict Resolution: The nature of organizational conflict, managing conflict styles, methods for preventing conflict                                                                               |
| Week 7     | Motivating your Internal Customer: Sources of motivation, theories of work motivation, motivation in practice                                                                                       |
| Week 8     | Leading in Hospitality Organizations: History of leadership, leadership vs. management, types of leadership, the dilemmas of leadership                                                             |
| Week 9     | Effective Decision Making Frameworks: Understanding biases,                                                                                                                                         |
| Week 10    | Managing and Leading organizational change                                                                                                                                                          |
| Week 11    | Review and pulling it all together in relation to the unique and diverse environment of Hospitality Organizations                                                                                   |
| Week 12    | Introduction of Case Study                                                                                                                                                                          |
| Week 13-14 | Case Presentation                                                                                                                                                                                   |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 400: Customer Relations Management

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 400: Customer Relations Management

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 400 – Customer Relations Management

This course builds upon HOEV 303 and HOEV 302, focusing on the importance of building a service culture and examining those companies that excel in Customer Service Strategy. Both internal and external customers and the exchange of value are examined.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 400 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.



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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value: 3
- b. Class size limit: 26
- c. Frequency of offering: annually
- d. Resources required (labs, equipment): N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00


**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
*(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 |                               |             |
| HOEV 400                                                                                                                  | Trades and Technology         | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT            | UFV CREDITS |
|                                                                                                                           | Customer Relations Management |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE      |             |

**CALENDAR DESCRIPTION:**

This course builds upon the learning of the Hospitality/Tourism customer from HOEV 200 and HOEV 302. Basic concepts of customer service are reviewed along with current trends in the customer service industry. Emphasis is placed upon the purchase of an intangible product and how to create value and build trust and loyalty with your customer, both internal and external. Problem solving, development of a customer service strategy, creating customer service systems, coping with challenging customers, customer retention, and measuring customer satisfaction are all addressed in detail.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate; HOEV 200, 201, 301, 302, and 303.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**  
 (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: 30 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): <u>Nancy Barker/John Potts</u> | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>               | Date of meeting: <u>November 9, 2012</u> |
| Campus Wide Consultation (CWC)                     | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>             | Date of meeting: <u>February 1, 2013</u> |
| Undergraduate Education Committee (UEC) approval   |                                          |

**HOEV 400**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Define who is your customer
- Express an understanding of the customer service industry
- Illustrate steps towards problem solving
- Discuss the relationship between strategy and empowerment in creating a culture that consistently will meet the customer's expectation at a price the customer accepts as value
- Design a customer service system
- Discuss the relationship between leadership and motivation in customer service
- Demonstrate methods of showing leadership without position
- Assess alternate methods of guest satisfaction measurement tools for the hospitality event planning industry
- Develop customer retention programs for the hospitality event planning industry
- Briefly discuss customer satisfaction research, types, and interpretation

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

Guest lectures, site visitations, student presentations, field trip, industry interviews.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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 impact of effective customer relationship management (CRM) on repurchase: A case study of

(GOLDEN TULIP) hotel (ACCRA-GHANA)

George K. Amoako\*, Emmanuel Arthur, Christiana Bando and Rachel Kafui Katah

Four Seasons, The Story of a Business Philosophy, Isadore Sharpe

Pour Your Heart Into it, How Starbucks Built a Company one Cup at a Time, Howard Schultz

**SUPPLIES / MATERIALS:**

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

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

|                      |     |
|----------------------|-----|
| Student presentation | 35% |
| Essay                | 20% |
| Case study           | 20% |
| Quizzes              | 25% |

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

|            |                                      |
|------------|--------------------------------------|
| Week 1     | The Service Economy                  |
| Week 2     | The Nature of Services               |
| Week 3     | Quality, The Core Service            |
| Week 4     | Understanding Customer Needs         |
| Week 5     | The Service Vision                   |
| Week 6     | External Service Implications        |
| Week 7     | Internal Service Implications        |
| Week 8     | Empowerment, Guarantees and Recovery |
| Week 9     | Loyalty Programs                     |
| Week 10    | Examining Service Excellence         |
| Week 11    | Introduction of Final Assignment     |
| Week 12-14 | Assignment Work                      |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 401: Canadian Hospitality Employment Law

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 401: Canadian Hospitality Employment Law

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 401 – Canadian Hospitality Employment Law

This is a key course to students wishing to gain management positions in the hospitality industry. HOEV 401 reviews all provincial and federal laws applicable to employment in the industry, as well as municipal, provincial and federal regulations pertaining to the hospitality event planning industry.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 401 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.

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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with overnight field trips which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value: 3
- b. Class size limit: 26
- c. Frequency of offering: annually
- d. Resources required (labs, equipment): N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Field trips may be incorporated into the course as opportunities arise, funding may come from industry, the program or the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                                     |             |
|--------------------|-------------------------------------|-------------|
| HOEV 401           | Trades and Technology               | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                  | UFV CREDITS |
|                    | Canadian Hospitality Employment Law |             |
|                    | COURSE DESCRIPTIVE TITLE            |             |

**CALENDAR DESCRIPTION:**

This course covers all significant provincial and national laws applicable to employment relationships found in hospitality businesses, and studies effective methods managing hospitality employees in compliance with applicable employment laws. Students learn to effectively identify, evaluate, and resolve employment law issues and liabilities commonly encountered by hospitality businesses. Topics include constitutional law, the common law of contract, forms of business organizations, human rights, labor relations, liquor, health and licensing, definition of hotels and related establishments, and the safety of guests.

Note: Field trips may be incorporated into the course as opportunities arise.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate; HOEV 200, 201, 301, 302, and 303.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None 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: 26  
 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): <u>Nancy Barker/John Potts</u> |                                          |
| Department Head: <u>Nancy Barker</u>               | Date approved: <u>June 21, 2012</u>      |
| Campus Wide Consultation (CWC)                     | Date of meeting: <u>November 9, 2012</u> |
| Curriculum Committee chair: <u>Nick Penner</u>     | Date approved: <u>December 13, 2012</u>  |
| Dean/Associate VP: <u>John English</u>             | Date approved: <u>October 12, 2012</u>   |
| Undergraduate Education Committee (UEC) approval   | Date of meeting: <u>February 1, 2013</u> |

**HOEV 401**  
**COURSE NAME/NUMBER**

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)**

**LEARNING OUTCOMES:**

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

- Describe the legal responsibilities of managers in the hospitality industry
- Describe law applicable to hospitality businesses
- Explain the elements of a contract at law
- Describe major forms of business organization including sole proprietorship, partnerships, corporations including the major businesses and legal implications of each
- Describe the use of insurance
- Describe human rights legislation and its implication for the hospitality industry
- Discuss the impact of other legislation relevant to the hospitality industry including:
  - o Employment Standards Act
  - o BC Labor Law
  - o Freedom of Information and Privacy Act
  - o Canada Health Act
  - o Licensing and Local Bylaws

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

Class discussion, case studies, audio visual presentation, guest lecturer.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

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

*Canadian Hospitality Law, 3<sup>rd</sup> edition, Longchamp, Wright. ISBN: 10: 0176407219. Publisher: Nelson*

**SUPPLIES / MATERIALS:**

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

|                          |     |
|--------------------------|-----|
| Mid-term and final exams | 60% |
| Case study               | 40% |

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

- |         |                                                                                                                                                                                                                                                                     |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1  | The Legal Framework in Canada: The Canadian legal system, Human Rights in Canada, the law of contracts, the law of negligence                                                                                                                                       |
| Week 2  | Liability and Risk in the Hospitality Industry in Canada: The accommodation sector, the restaurant sector and the beverage sector; alcohol – differences Province by Province                                                                                       |
| Week 3  | Innkeepers and Guests: the relationship between Innkeeper and Guest, the rights of the Innkeeper, the rights of the guest, protection of guests and their property                                                                                                  |
| Week 4  | Management in the Hospitality Industry: Regulatory requirements, licenses and permits, national and provincial licence-granting bodies and permit granting bodies, consumer protection in Canada, taxation in the hospitality industry, provincially and nationally |
| Week 5  | Ownership and Management: Types of ownership, management contracts, trademarks and patents, zoning realities, insurance considerations                                                                                                                              |
| Week 6  | Employees and Employment Standards: the employer-employee relationship, the duties of employers, the duties of employees, termination of employment, statutory obligations – Canadian labour standards, Provincial labour standards                                 |
| Week 7  | Midterm Exam                                                                                                                                                                                                                                                        |
| Week 8  | Health and Safety in the Workplace: WHMIS, emergency training, safe working conditions, workplace accidents and proper reporting procedures, federal and provincial inspection agencies                                                                             |
| Week 9  | The Impact of Law on the travel sector: Government regulation, the agency relationship, the duty of care, other legal rights                                                                                                                                        |
| Week 10 | Site visitation                                                                                                                                                                                                                                                     |
| Week 11 | Case Study introduction                                                                                                                                                                                                                                             |
| Week 12 | Case study work                                                                                                                                                                                                                                                     |
| Week 13 | Case Study review                                                                                                                                                                                                                                                   |
| Week 14 | Final Exam                                                                                                                                                                                                                                                          |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 402: Events Management

---

## **B. New Course:**

### **1. Rational for new course:**

HOEV 402: Events Management

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 402 – Events Management

This is a capstone course for the program providing the student hands on learning experience where they can put the classroom theory into practice.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 402 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes through: group work, connecting and working with industry, journaling, research, case studies, creation and production of events, exposure to diversity through collaboration with each other.



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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

The program will be delivered on Sto:lo traditional territory with one overnight field trip which may include places such as Nk Mlp and the Osoyoos Indian band, Westbank First Nations, Squamish Lil'wat Culture Centre, The Squamish Nation and Lil'wat Nation. Through direct access to the Aboriginal way of life, students have the opportunity to gain a full understanding of the importance of this culture to our tourism product and the importance of the Aboriginal peoples and lands to our Province.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value:** 3
- b. Class size limit:** 26
- c. Frequency of offering:** annually
- d. Resources required (labs, equipment):** N/A

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

This course relies heavily on direct experience in a cohort group, and thus is not normally eligible for PLAR. Special cases will be considered by the instructor.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

Yes, a field trip is required for this course. Dates will be announced at the beginning of term. The trip is funded by the student.

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Textbooks: \$150.00

Field Trip: \$850.00


**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
*(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 |                       |             |
| HOEV 402                                                                                                                  | Trades and Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT    | UFV CREDITS |
|                                                                                                                           | Events Management     |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                       |             |

**CALENDAR DESCRIPTION:**

This course, through a systematic approach, examines the research, conceptualization, planning, development, marketing, and staging of events from small gatherings to major community events and festivals. The impact of events on our communities, our environment, and our economy is examined at length. Particular attention is given to the purpose of gathering the needs of all participants as they relate to the field of festival and event management. Students will be required to volunteer.

Note: This course includes a field trip.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate; HOEV 200, 201, 301, 302, and 303.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_

Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): Nancy Barker/John Potts

Department Head: Nancy Barker

Date approved: June 21, 2012

Campus Wide Consultation (CWC)

Date of meeting: November 9, 2012

Curriculum Committee chair: Nick Penner

Date approved: December 13, 2012

Dean/Associate VP: John English

Date approved: October 12, 2012

Undergraduate Education Committee (UEC) approval

Date of meeting: February 1, 2013

**HOEV 402**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Understand the needs and motivations for society to gather at a special event
- Use management skills to research, design, develop, monitor and evaluate events
- Develop financial initiatives based on event objectives through methods such as sponsorship, grant applications and fundraising initiatives
- Use financial management skills to develop realistic budgets and monitor finances of events
- Apply the principles of marketing strategy to events
- Plan, design and coordinate effective site and facility operations for execution of an event
- Apply strategies for effective human resource management to events
- Develop event planning and management strategy
- Develop of risk management plan in compliance with applicable legislation

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

Lecture, guest lecture, volunteerism, site visitation, audio visual presentations, student presentations.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

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

☐ 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:]*

*Special Events, A New Generation and the Next Frontier*, 6<sup>th</sup> edition, Goldblatt

ISBN: 978-0-470-44987-5

Publisher: Wiley

**SUPPLIES / MATERIALS:**

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

|                         |     |
|-------------------------|-----|
| Mid-term and final exam | 30% |
| Volunteer paper         | 30% |
| Final project           | 40% |

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

|            |                                                                                                                                                                        |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1     | The World of Event Management: The impact of events on our external environment, psychographic changes affecting global event production                               |
| Week 2     | Models of Global Planned Events: Event: Five phases of the modern leadership process, SWOT and your event, integrating corporate social responsibility with your event |
| Week 3     | Introduction of Volunteer Assignment                                                                                                                                   |
| Week 4     | Administering Your Event: Development and implementation of the Event Plan, event leadership through HR and time management                                            |
| Week 5     | Financial Administration: Forecasting projected revenue and expenses for your event, identify sustainable funding for your event, plan and allocate your event budget  |
| Week 6     | Event Coordination: Vendors, on site event production risk management, technology options in event production                                                          |
| Week 7     | Introduction to Major Project<br>Mid-term Exam                                                                                                                         |
| Week 8     | Event Marketing: The four P's in relation to your event, online marketing and consumer generated media                                                                 |
| Week 9     | Legal, Ethical, and Risk management: Safeguards for potential event liabilities, permitting and licensing, environmental regulations                                   |
| Week 10-12 | Event Production                                                                                                                                                       |
| Week 13    | Produce Event                                                                                                                                                          |
| Week 14    | Final Exam                                                                                                                                                             |

# MEMO



To: Undergraduate Education Committee Assistant, Dean(s), Program Development Coordinator  
From: Nancy Barker, Instructor, Hospitality & Event Management  
Date: October 12, 2012  
Re: HOEV 450: Hospitality and Event Internship

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## **B. New Course:**

### **1. Rational for new course:**

HOEV 450: Hospitality and Event Internship

This course is a component of the forthcoming Hospitality and Event Management Post-Degree Certificate. The full proposal will be available this week.

### **2. How new course fits into program(s)**

HOEV 450 – Hospitality and Event Internship

This is a capstone course enabling the student to gain hands on management experience working directly with industry, putting classroom theory into practice as well as making key industry connections for future employment.

### **3. If a new discipline designation is required, explain why: N/A**

## **C. Budget and Learning Outcome Issues**

### **1. How does your course address the UFV Learning Outcomes?**

- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

HOEV 450 addresses the nine institutional learning outcomes in variety of ways. The course addresses the institutional learning outcomes in variety of ways providing the student the opportunity to develop these attributes through: experiential learning, connecting and working

with industry, journaling, research, exposure to diversity through collaboration with industry partners.

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

**3. What consideration has been given to indigenizing the curriculum?**

We anticipate of the majority of the Hospitality Event Management students will be International students. They may have little or no knowledge of Aboriginal people. It will be imperative that the curriculum emphasises the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values. Through inclusion of Elders, and other guest speakers who are familiar with Aboriginal traditions, students of the HOEV program will have the opportunity to learn the core values of the Aboriginal peoples firsthand.

**4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area and other areas:**

- a. Credit value: 3
- b. Class size limit: 26
- c. Frequency of offering: annually
- d. Resources required (labs, equipment): N/A

**5. If this course is not eligible for PLAR, explain why.** Not Eligible.

The internship is a unique opportunity to work in the industry, applying learned material from class to a real life situation. The internship may only be completed after successful completion of HOEV 200, 201, 301, 302, 303 for a January intake.

**6. Are there field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?**

N/A

**7. Please provide an estimate of the typical costs for this course, including textbooks and other materials:**

Dependent upon the internship.



**OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)**

COURSE IMPLEMENTATION DATE: September 2013  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: March 2019  
 (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

|                    |                                  |             |
|--------------------|----------------------------------|-------------|
| HOEV 450           | Trades and Technology            | 3           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT               | UFV CREDITS |
|                    | Hospitality and Event Internship |             |
|                    | COURSE DESCRIPTIVE TITLE         |             |

**CALENDAR DESCRIPTION:**

This is a field-based experience for students to focus on a possible career path. This experiential opportunity is designed to expand the students' knowledge of the hospitality and event management industry by rotating through various departments, or experiencing a multitude of events from the conceptualization stage through to execution and evaluation. Students will be required to secure their own internships through prior networking from earlier projects and assignments.

PREREQUISITES: Admission to the Hospitality and Event Management Post-degree certificate; HOEV 300, 400, 401, and 402.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: None  
 (b) Cross-listed with: None  
 (c) Cannot take: None for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45+

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 40+ Hrs  
 Student directed learning: 5 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 26  
 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): <u>Nancy Barker</u>          | Date approved: <u>June 21, 2012</u>      |
| Department Head: <u>Nancy Barker</u>             | Date of meeting: <u>November 9, 2012</u> |
| Campus Wide Consultation                         | Date approved: <u>December 13, 2012</u>  |
| Curriculum Committee chair: <u>Nick Penner</u>   | Date approved: <u>October 12, 2012</u>   |
| Dean/Associate VP: <u>John English</u>           | Date of meeting: <u>February 1, 2012</u> |
| Undergraduate Education Committee (UEC) approval |                                          |

**HOEV 450**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- Practice theories taught in the classroom
- Apply conceptual theory related to Canadian guest service in a practical setting
- Become familiar with experiences related to the process of seeking employment
- Observe management skills and styles in the hospitality industry
- Gain insight into the occupation of their choice through meaningful experiences
- Become professionally socialized and learn behaviors typical of and appropriate to the hospitality profession
- Establish linkages to the hospitality event planning business and industry communities

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

Supervised research, field trips, guest 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): The internship is a unique opportunity to work in the industry, applying learned material from class to a real life situation. The internship may only be completed after successful completion of all other courses in this program.

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

Not applicable.

**SUPPLIES / MATERIALS:**

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

|                     |     |
|---------------------|-----|
| Employer evaluation | 60% |
| Research paper      | 10% |
| Learning journal    | 30% |

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

Researching companies that would be appealing to the student to complete their internship at  
Resume building  
Interview skills  
Networking skills  
Management/supervisory skills



c/o Capilano University (provincial host institution)  
2055 Purcell Way, North Vancouver, BC V7J 3H5  
Phone: 604 990-7962  
E-Mail: [terry@linkbc.ca](mailto:terry@linkbc.ca)  
Web: [www.linkbc.ca](http://www.linkbc.ca)

May 29, 2012  
John English, Dean, Trades and Technology  
Nancy Barker, Instructor, Hospitality and Events Management  
University of the Fraser Valley  
45635 Yale Road  
Chilliwack, BC, V2P 6T4

Dear Dean English and Ms. Barker,

I am pleased to inform you, on behalf of the Advisory Board of *LinkBC: the tourism & hospitality education network* ([www.linkbc.ca](http://www.linkbc.ca)), that your request to become a participating member in the network has been approved.

UFV will join 19 other BC public colleges and universities that offer programming in this discipline (tourism management, hospitality management, adventure and culinary programs). Your active involvement will benefit UFV faculty and students through a variety of programs, resources, and services designed to support tourism education excellence.

One of our main goals focuses on establishing stronger links between the tourism education community and industry, and Morgan and I look forward to our introductory meeting on June 21st, to provide you with more information about our facilitative role in this area. At this time, it will be also be good to learn more about your UFV tourism education initiatives and plans for the upper Fraser Valley.

Our board members also look forward to meeting you as well. We hope you can attend Host 2012 in November (the combined tourism & hospitality industry conference) and observe students participating in the LinkBC case competition. Another good opportunity for networking with other education partners will be at the Tourism Educators Conference 2013, scheduled for next May in Victoria, with host Royal Roads University.

Again, welcome to the network!

Sincerely,

A handwritten signature in blue ink, appearing to read "Terry Hood", with a horizontal line extending to the right.

Terry Hood  
General Manager

c.c  
*LinkBC Board Members:* Harley Elias (NIC), Kimberly Johnstone (TRU), Gilles Valade (TRU), Bob Falle (Selkirk), Chris Bottrill (Capilano U), Richard Lewis (MJTI). *LinkBC Communications Manager:* Morgan Westcott



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------|
| <b>THE ART INSTITUTE OF VANCOUVER</b><br>2665 Renfrew Street<br>Vancouver, BC V5M 0A7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        | 604.683.9200<br>1.866.717.8080<br>artinstitutes.edu/vancouver |
| <b>Event Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |                                                               |
| Full Time Degree Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12 months – 4 quarters |                                                               |
| Graduates will receive the following certifications;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |                                                               |
| <div><div><ul style="list-style-type: none"><li>• Event Management Diploma</li><li>• Food Safe Certification</li><li>• Serving It Right (Optional)</li></ul></div><div><ul style="list-style-type: none"><li>• WorldHost® Fundamentals</li><li>• WorldHost® Customers with Disabilities</li><li>• WorldHost® Services Across Cultures</li></ul></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                                                               |
| <b>Professional Designation (EVC)</b><br>The Event Management Diploma Program provides students the opportunity to acquire the knowledge to possibly earn their <i>emerit</i> Tourism Certified Professional (TCP) designation for the occupation of Event Coordinator. <i>emerit</i> Professional Certification is the highest credential for tourism industry professionals in Canada. <i>emerit</i> certified Event Coordinators are recognized nationally for having the industry’s very best skills, knowledge, and experience.<br>The Event Management Diploma Program prepares students for writing the Event Coordinator knowledge exam (fees apply) as part of the credentialing requirements. After accumulating 1500 hours of relevant work experience within a 3-year period, as well as successfully passing a practical performance evaluation, graduates will have fully achieved the designation. As students are highly encouraged to volunteer with industry employers during the program, those who complete 120+ hours of relevant and documented volunteer work will be able to have these hours contribute toward a graduation with distinction as well as achieving their industry designation. |                        |                                                               |
| <b>WorldHost® Training Services</b><br><i>WorldHost® Training Services</i> training is a series of dynamic and interactive customer service-based training workshops to support people working in service industries. Content ranges from enhancing core communication skills to dealing with irate customers, understanding and exceeding expectations across cultures, providing excellent service for customers with disabilities, being an effective problem solver, and much more.<br><i>WorldHost® Training Services</i> is highly regarded and recognized by the tourism, hospitality, and service industries in British Columbia. With over 20 years of successful customer service practices, <i>WorldHost® Training Services</i> offers relevant content, knowledgeable instructors, consistent delivery, and local access. A <i>WorldHost® Training Services</i> certificate is regarded as a commitment to great customer care.                                                                                                                                                                                                                                                                            |                        |                                                               |
| <b>Memberships</b><br>All students enrolled in the Event Management Diploma program will receive a one-year* student membership to the International Special Events Society. *(Membership expires in June of each year. Renewal and cost for renewal is at the discretion of each student.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |                                                               |

|                                                                                                                                                                                                                                                                                                                                   |                         |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------|
| <b>BCIT</b><br>3700 Willingdon Avenue<br>Burnaby, BC V5G 3H2                                                                                                                                                                                                                                                                      |                         | 604.434.5734<br>1.866.434.1610<br>bcit.ca           |
| <b>BCIT Tourism Management Diploma</b>                                                                                                                                                                                                                                                                                            |                         |                                                     |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                 | 2 years                 |                                                     |
| Internship/Practicum                                                                                                                                                                                                                                                                                                              | 10 weeks, 2 days a week | Industry consulting project: 16 weeks, 1 day a week |
| In just two years, students develop a solid understanding of core business concepts including marketing, finance, and leadership. With the BCIT Tourism Management option, students are well-rounded and are provided with the knowledge and leadership essentials to create a career path in tourism locally or internationally. |                         |                                                     |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------|
| <b>CAMOSUN COLLEGE</b><br>3100 Foul Bay Rd<br>Victoria, BC V8P 5J2                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                       | 250.370.3550<br>1.877.554.7555<br>camosun.ca |
| <b>Golf Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |                                              |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2 Years (part-time options available) |                                              |
| Paid Co-op Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |                                              |
| The Golf Management program provides the opportunity for you to combine classroom study with paid practical work experience. These work terms will be in a broad variety of areas within the golf industry provincially, nationally and internationally. The <a href="#">Co-op Education</a> office can provide you with more information.                                                                                                                                                                                                    |                                       |                                              |
| Potential job opportunities in facilities management, events coordination, managing a pro shop, golf course supervision (grounds manager), teaching golf, sales and marketing, golf tourism, technical representation for equipment manufacturers.                                                                                                                                                                                                                                                                                            |                                       |                                              |
| <b>Hospitality Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |                                              |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2 Years                               |                                              |
| Mandatory two term workplace education program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |                                              |
| Because of the high demand for applied skills, this is a mandatory two term workplace education program. Workplace education provides learners with opportunities to integrate their studies with a period of relevant work experience. In order to gain a global perspective of the hospitality industry, students are encouraged to consider an international placement.                                                                                                                                                                    |                                       |                                              |
| <b>Travel Counselling Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                       |                                              |
| Full Time Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 21 weeks                              |                                              |
| Mandatory two term workplace education program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                       |                                              |
| This program offers a variety of learning experiences using a combination of classroom work, computer labs, and practical application. You will hear from industry professionals and past program graduates to help you understand what options are open to you. At the completion of your program, there is also the option of a practicum placement in a local travel-based business.                                                                                                                                                       |                                       |                                              |
| Curriculum is based on relevant skills needed for careers in retail travel agencies, tour operations, and airline passenger service. This includes airline ticketing, airfares, world geography, tours, cruises, hotels, car rentals, insurance, job readiness skills, computer reservations, accounting, sales and marketing.                                                                                                                                                                                                                |                                       |                                              |
| <b>Business Administration – Tourism Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                       |                                              |
| Thank you for your interest in the “Tourism Management” option of the Business Administration diploma. Unfortunately, the School of Business is required to reduce intakes of both the Tourism Management option of the diploma and the Tourism and Business certificate program. These two programs will not be offered in Fall 2011. We will be making every effort to determine, as soon as possible, whether intakes will be available in Fall 2012. You will be notified, at the latest, by the end of January 2012 as to our offerings. |                                       |                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                       |                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------|
| <b>CANADIAN TOURISM COLLEGE</b><br>501-1755 West Broadway<br>Vancouver, BC V6J 4S5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       | 604.736.8000<br>1.877.731.9810<br>tourismcollege.com |
| <b>Hospitality &amp; Resort Business Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                                                      |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 47 weeks (1144 hours) | 11.1 Months                                          |
| AM & PM Classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Surrey M-W 8hr days   | Vancouver M-W 8hr days                               |
| <p><i>This Diploma program is a unique combination of Strata - IT Fundamentals, Microsoft Office Specialist (MOS) certification, Business Communications and Hospitality &amp; Resort Management training. By learning Strata, you will have a worldwide standard of digital literacy that employers seek in their employees. We have combined the world renowned Microsoft Office Specialist courses to provide you with a diverse skill set required in today's marketplace. Employers now require employees who can work productively, who can combine automation seamlessly and can raise the level of professionalism in today's workplace. You will have the essential skills to conduct business effectively, and have the necessary foundation to further enhance productivity and marketability with other application-specific certifications.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |                                                      |
| <p><b>Certificates Included in this Program:</b></p> <p><i>American Hotel &amp; Lodging Association Certificates: Hospitality Supervision, Hospitality Industry Computers, Front Office Procedures, Housekeeping Management, Hospitality Security and Loss Prevention, and the *Rooms Division Specialization Certificate. BASICS.fst food safety training, First Nations Cultural Tourism, Assisting Travellers With Disabilities, Microsoft Word Specialist &amp; Expert, Microsoft Excel Specialist &amp; Expert, Microsoft Outlook Specialist, Microsoft PowerPoint Specialist, Microsoft Access Specialist and IC3 Certification.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |                                                      |
| <b>Travel &amp; Tourism Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                                                      |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 34 weeks (760 hours)  | 8 Months                                             |
| AM & PM Classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3 days per week       |                                                      |
| <p>The Travel and Tourism Diploma program at Canadian Tourism College in Vancouver and Surrey is the first step to a life-long career in the travel industry. With a mix of classroom theory and practical hands-on training, the Travel and Tourism program introduces students to all aspects of the travel and tourism industry, and prepares them for certification exams needed to become a Certified Travel Counselor.</p> <p>The Travel and Tourism Diploma program includes:</p> <ul style="list-style-type: none"> <li>• 600 hours of on-campus training</li> <li>• 160 hours of on-the-job training within a tourism company</li> <li>• And much more</li> </ul> <p>The Travel and Tourism Diploma program has 5 Star Endorsement by CITC and meets all criteria set out by the National Occupational Standards set by the Canadian Tourism Human Resource Council of Canada. This training prepares you for employment with tourism employers around the world.</p> <p><i>Canadian Tourism College in Vancouver and Surrey is the only International Air Transport Association's (IATA) authorized training centre in western Canada and the first college in BC to have 5-Star program endorsement by Canadian Institute of Travel Counselors (CITC), the only college in BC to offer the Associate Cruise Counselor program with the Cruise Line International Association (CLIA), and is the only tourism college offering live Apollo airline reservation training.</i></p> <p><i>Canadian Tourism College also provides graduates with lifetime placement assistance, as well as priority access to our Career Hunters website, which provides the very latest in travel and tourism employment opportunities. This password-protected area is reserved for Canadian Tourism College students and alumni.</i></p> |                       |                                                      |

**CANADIAN TOURISM COLLEGE cont...**
**Travel & Tourism Business Management Diploma**

|                        |                        |                                 |                         |
|------------------------|------------------------|---------------------------------|-------------------------|
| <b>Regular Diploma</b> | 46 weeks (1000 hours)  | AM & PM Classes – 3 Days a week |                         |
| <b>Co-op Diploma</b>   | 104 weeks (1866 hours) | AM & PM Classes – 3 Days a week | 933 hours of paid co-op |

The Travel & Tourism Business Management Co-op Diploma is a unique combination of English For Tourism, International Work Abroad training, Strata - IT Fundamentals, Microsoft Office Specialist (MOS) certification, Business Communications, Travel & Tourism training with the highest level of program endorsement, a 5 Star rating from the Canadian Institute of Travel Counselors and a paid co-op work experience in a related tourism organization to apply new acquired skills.

Canadian Tourism College, located in Vancouver & Surrey, is proud to be:

- the only International Air Transport Association's (IATA) authorized training centre in western Canada (DTTF)
- the only College in BC to offer an optional (additional text book fees apply) dual certification with the IATA's Diploma in Travel & Tourism Foundation (DTTF) level curriculum
- the first college in BC that has the 5 Star program endorsement by Canadian Institute of Travel Counsellors (CITC)
- the only college in BC to offer the Associate Cruise Counselor program with the Cruise Line International Association (CLIA)
- offering curriculum based on the by Canadian Tourism Human Resource Council of Canada's national occupational standards
- the only college to offer "live" Apollo airline reservation training

Our goal is to provide you with a "menu" of career choices:

- airline ticketing agent
- airline guest services agent
- flight attendant
- reservations agent
- hotel concierge
- conference sales
- corporate travel agent
- leisure travel agent
- wedding planner
- tourism marketing
- travel counselor
- tour guide
- adventure tour organizers
- car rental companies

The cruise lines, and resorts such as Club Med, recruit graduates. Our travel and tourism courses are respected by industry leaders. Graduate students work for tour wholesalers, tourism boards, cruise only companies like Cruise Ship Center, sales specialists with Flight Centre and a wide range of other tourism related businesses. Our graduates have cruised around the world in a multitude of cruise line positions discovering all the ports of call.

This program will set students apart from the rest with the world's first industry validated standards-based training and certification program for basic computing, Internet knowledge and skills by Strata - IT Fundamentals which is a worldwide standard for digital literacy.

For many tourism businesses and organizations, Microsoft Office skills are no longer a luxury, but an absolute necessity. Students seeking academic success and entry into the business world can meet this demand with Microsoft Office Specialist certification. This certification is a credential recognized by educators and tourism employers around the world.

Students will become more employable with a diverse set of skills that combine digital literacy and tourism. This training is designed for those wishing to enter the tourism industry and work with airlines, hotels, travel agencies, tour companies, cruise lines and an endless variety of positions in Tourism related businesses. This training will provide students with the current levels of knowledge and education demanded by today's Tourism employers and with valuable skills transferable to many sectors and segments of the office environment.

The Travel & Tourism Business Management Diplomas include:

- 1000 hours of on-campus training
- 160 hours of on the job training within a tourism related company

The Travel & Tourism Business Management Diplomas (**Co-op**) include:

- 1866 hours of on-campus training
- 933 hours of paid co-op & on the job training within a tourism related company

**CANADIAN TOURISM COLLEGE cont...**
**Hospitality & Tourism Management Diploma | CITC 5 Star Endorsement**

|                   |                       |             |
|-------------------|-----------------------|-------------|
| Full Time Diploma | 69 weeks (1664 hours) | 16.2 months |
| AM & PM Classes   | 3 days per week       |             |

The Hospitality & Tourism Management Diploma program is a unique combination of CTC's Hospitality & Resort Management and Travel & Tourism curriculum.

This program is appealing for the learner who would like to gain knowledge in the two most popular programs at CTC. The diverse set of skills are taught with focus on all 5 sectors of the tourism industry and all the key components of the hospitality industry to provide students with an excellent foundation to begin their career anywhere in the global hospitality and tourism industry.

*This program includes 2 one month on the job work experiences within the hospitality and tourism industries enabling the students to gain valuable industry contacts, networking and exposure to a wide range products and services.*

*You will graduate with a diploma that has CITC's 5 star recognition, an optional opportunity (extra textbook fees apply) to dual certify and earn the Diploma in Travel & Tourism Foundations (DTTF) designation from the International Air Transport Association upon successful completion of the IATA exam, a Rooms Division Specialization Certificate from the American Hotel & Lodging Association, numerous other certifications and most importantly, the confidence, the skills and the work experience to be a success in this global industry.*

**Hospitality Cruise Business Diploma**

|                   |                      |            |
|-------------------|----------------------|------------|
| Full Time Diploma | 38 weeks (840 hours) | 8.9 months |
| AM & PM Classes   | 3 days per week      |            |

If you want to try life at sea for a few months, or make a lifetime career out of it, it's a great experience and exposure to many career paths. Make your footprint on the world map.

The cruise ship business is the fastest growing sector in the hospitality industry. There is a demand for hospitality professionals to fill entry-level positions on board in every department:

| Entertainment                                                                                                                                                                                         | Food & Beverage                                                                               | Retail                                                                                                                               | Hotel                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Activities staff</li> <li>Youth staff</li> <li>Shore excursion staff</li> <li>Dj</li> <li>Photographer</li> <li>Casino dealer</li> <li>Host/hostess</li> </ul> | <ul style="list-style-type: none"> <li>Server</li> <li>Bartender</li> <li>Culinary</li> </ul> | <ul style="list-style-type: none"> <li>Jewelry</li> <li>Clothing</li> <li>Gifts</li> <li>Photos</li> <li>Shore excursions</li> </ul> | <ul style="list-style-type: none"> <li>Front Desk</li> <li>Housekeeping</li> <li>Sales &amp; Marketing for future cruises</li> </ul> |

**COLLEGE OF NEW CALEDONIA**

3300 – 22<sup>nd</sup> Avenue  
 Prince George, BC V2N 1P8  
 (Campuses in Burns Lake, Fort St. James, Mackenzie Quesnel, Vanderhoof)

250.562.2131  
 1.800.371.8111  
 cnc.bc.ca

**Hospitality Administration**

This program is no longer being offered at this time

**Outdoor Recreation & Ecotourism Program**

This program has been suspended until further notice

|                                                                                       |                               |
|---------------------------------------------------------------------------------------|-------------------------------|
| <b>DOUGLAS COLLEGE</b><br>PO Box 2503<br>New Westminster, BC<br>(Campus in Coquitlam) | 604.527.5400<br>douglas.bc.ca |
|---------------------------------------------------------------------------------------|-------------------------------|

**Hospitality Management**

|                   |         |
|-------------------|---------|
| Full Time Diploma | 2 years |
|-------------------|---------|

The program is designed to give people new to the industry a broad background in the marketing and management issues associated with lodging and restaurant operations. For the individual already working and experienced in the field, it offers an opportunity to expand one's knowledge of marketing and management theory and practice to position oneself for university transfer or management training programs. The program has received industry validation and receives block transfer credit to 3rd and 4th year degree programs

|                                                                           |                                                  |
|---------------------------------------------------------------------------|--------------------------------------------------|
| <b>ETON COLLEGE</b><br>706 – 333 Terminal Avenue<br>Vancouver, BC V6A 4C1 | 604.677.3866<br>1.888.604.3866<br>etoncollege.ca |
|---------------------------------------------------------------------------|--------------------------------------------------|

**Hospitality and Tourism Management Program**

|                   |                                    |
|-------------------|------------------------------------|
| Full Time Diploma | 15.25 months (including practicum) |
|-------------------|------------------------------------|

Some of the courses in this program include Front Office Operations, International Hotel Management, Food & Beverage Services, Ethics & Sustainable Tourism and Fares & Ticketing.

**Travel, Tourism and Flight Attendant Preparation Diploma**

|                   |                                 |
|-------------------|---------------------------------|
| Full Time Diploma | 10 months (including practicum) |
|-------------------|---------------------------------|

Successful Graduates of Eton's Travel, Tourism and Flight Attendant Preparation Diploma Program enter the professional world with confidence, armed with knowledge and skills in the following areas:

- Aviation Terminology and Aircraft Specifics
- Safety and Security Management
- Emergency and Evacuation Procedures
- In-flight Customer and Meal Service
- Professional Development
- Passenger Interaction Skills
- Handling of Special Attention
- Onboard Public Announcements
- Aviation First Aid
- Tourism Geography
- Package Tour Planning
- Cross-Cultural
- Tourism Destination Marketing
- Ethics and Sustainable Tourism
- Sports and Recreation Management
- Fares and Ticketing
- Global Distribution System (GDS) Training
- And More!

**Hospitality Management Diploma**

|                   |                                |
|-------------------|--------------------------------|
| Full Time Diploma | 9 months (including practicum) |
|-------------------|--------------------------------|

Students master the management and operational skills that make these hospitality properties thrive. Some of the courses in this program include Front Office Operation, Food & Beverage Service, Hospitality Facilities Management and Design and more.

This American Hotel & Lodging Association Education Institute endorsed diploma program is currently recognized in 114 countries, with more than 11,000 hospitality property members worldwide.

**Travel and Tourism Management Diploma**

|                   |                                |
|-------------------|--------------------------------|
| Full Time Diploma | 7 months (including practicum) |
|-------------------|--------------------------------|

Eton College offers a unique and exciting combination of travel and tourism courses in one diploma program. Courses include Package Tour Planning, Cruise Ship Industry, Transportation, Fares & Ticketing, Global Distribution System (GDS) Training and more. So join the travel and tourism industry and discover for yourself the many opportunities that await you.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                       |                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------|
| <b>GREYSTONE COLLEGE OF BUSINESS AND TECHNOLOGY</b><br>560 Granville Street, 3 <sup>rd</sup> Floor<br>Vancouver, BC V6C 1W6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       | 604.682.3880<br>greystonecollege.com |
| <b>Tourism and Hospitality Management Program (THMP)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                       |                                      |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 36 weeks academic study + 36 weeks paid internship followed by 2 weeks tutorial study |                                      |
| 18 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mon-Fri 9am – 4pm                                                                     |                                      |
| <p>Students acquire industry knowledge through an internationally recognized Tourism &amp; Hospitality program, and gain Canadian work experience through a paid internship. Tourism &amp; Hospitality are two of the fastest growing industries, and the largest area of employment in the world. Our Greystone graduates enjoy a wide variety of positions in many career areas. The program is offered in 18 month periods, each composed of a 50% academic and a 50% paid internship component.</p> <ul style="list-style-type: none"><li>• Receive training from <b>top industry professionals and highly qualified instructors</b></li><li>• Obtain the internationally recognized <b>American Hotel and Lodging Association AH&amp;LA certificates</b></li><li>• Experience paid internship upon the successful completion of the <b>Tourism &amp; Hospitality Management program</b></li><li>• Gain Canadian work experience in Tourism &amp; Hospitality, the fastest growing industries in the world</li></ul> |                                                                                       |                                      |
| <b>Tourism and Hospitality Co-op Management Program (THCM)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |                                      |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 36 weeks academic study + 36 weeks paid internship followed by 2 weeks tutorial study |                                      |
| 18 months                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mon-Fri 9am – 4pm                                                                     |                                      |
| <p>Students acquire industry knowledge through an internationally recognized Tourism &amp; Hospitality program, and gain Canadian work experience through a paid internship. Tourism &amp; Hospitality are two of the fastest growing industries, and the largest area of employment in the world. Our Greystone graduates enjoy a wide variety of positions in many career areas. The program is offered in 18 month periods, each composed of a 50% academic and a 50% paid internship component.</p> <ul style="list-style-type: none"><li>• Receive training from <b>top industry professionals and highly qualified instructors</b></li><li>• Obtain the internationally recognized <b>American Hotel and Lodging Association AH&amp;LA certificates</b></li><li>• Experience paid internship upon the successful completion of the <b>Tourism &amp; Hospitality Management program</b></li><li>• Gain Canadian work experience in Tourism &amp; Hospitality, the fastest growing industries in the world</li></ul> |                                                                                       |                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------|
| <b>MTI COMMUNITY COLLEGE</b><br>370 – 220 Cambie Street<br>Vancouver, BC V6B 2M9<br>(Campuses in Coquitlam, Burnaby, Surrey, Chilliwack and Abbotsford)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | 310.2684<br>Toll Free 1.866.682.6020<br>mticc.com |
| <b>Hospitality Operations Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                   |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20 weeks |                                                   |
| <p>The Hospitality industry consists of lodging and food and beverage operations and this program will prepare you to work in any of these settings. Graduates in the Hospitality Operations Certificate Program will receive certification from the prestigious Educational Institute of American Hotel and Lodging Association (AH&amp;LA). MTI further enhances your training with a hands-on practicum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                   |
| <b>Hospitality Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                   |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 33 weeks |                                                   |
| <p>The world of Hospitality is a fast growing industry full of exciting opportunities for graduates of this Diploma program. The Hospitality industry consists of lodging and food and beverage operations and this program will prepare you to work in any of these settings. The purpose of this program is to prepare graduates to succeed in a wide variety of areas within the Hospitality industry. The city of Vancouver continues to see growth in this industry, after the 2010 Olympics put Vancouver on the world stage. To benefit from these from these career opportunities you need to start your training and career now. Graduates in the Hospitality Management Diploma Program will receive certification from the prestigious Educational Institute of American Hotel and Lodging Association (AH&amp;LA). MTI further enhances your training with a hands-on practicum.</p> |          |                                                   |
| <b>Travel and Tourism Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                   |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 weeks |                                                   |
| <p>MTI's Travel and Tourism Diploma Program will give you the skills needed to be employed in the fast growing tourism industry. You will gain business and field related theory and practical skills necessary for success in your new career. As part of your hands-on training you will learn both Apollo and Sabre the two main computer reservation systems used in Canadian travel agencies. This program is endorsed by the Canadian Institute of Travel Counsellors (CITC) and is recognized world wide. After successful completion of this program you will sit the CITC exam. Your career in Travel and Tourism will prepare you to work in a wide variety of careers in the tourism industry such as tour operators, cruise specialists, airline reservation agents, airport gate agents, travel counsellors and hotel front desk agents.</p>                                        |          |                                                   |

**MTI COMMUNITY COLLEGE cont...**
**Tourism and Hospitality Management Diploma**

|                   |          |
|-------------------|----------|
| Full Time Diploma | 65 weeks |
|-------------------|----------|

MTI's Tourism and Hospitality 2 year Diploma Program will give you the skills needed to be employed in the fast growing tourism industry. You will gain business and field related theory and practical skills necessary for success in your new career. As part of your hands-on training you will learn both Apollo and Sabre the two main computer reservation systems used in the Canadian travel industry. After successful completion of this program you will sit the CITC exam. Graduates in the Tourism & Hospitality Management Diploma Program will receive certification from the prestigious Educational Institute of American Hotel and Lodging Association (AH&LA). Your career in Tourism and Hospitality Management will prepare you to work in a wide variety of careers in the tourism industry such as tour operators, cruise specialists, airline reservation agents, airport gate agents, travel counsellors and hotel front desk agents. Start your training in Tourism and Hospitality Management and be one step closer to a rewarding and challenging career in a fast paced and dynamic industry.

**MTI PROGRAMS SPECIFICALLY FOR INTERNATIONAL STUDENTS**
**Tourism and Hospitality Work Experience Diploma**

|                   |          |
|-------------------|----------|
| Full Time Diploma | 73 weeks |
|-------------------|----------|

MTI's Tourism and Hospitality 2 year Diploma Work Experience Program is designed for International students that want to acquire Canadian skills and knowledge in the fast growing tourism/hospitality industry. You will gain business and field related theory and practical skills necessary for success in your new career. As part of your hands-on training you will learn both Apollo and Sabre the two main computer reservation systems used in the Canadian travel industry. After successful completion of this program you will sit the CITC exam.

Graduates in the Tourism & Hospitality Management Diploma Program will receive certification from the prestigious Educational Institute of American Hotel and Lodging Association (AH&LA). Your career in Tourism and Hospitality Management will prepare you to work in a wide variety of careers in the tourism industry such as tour operators, cruise specialists, airline reservation agents, airport gate agents, travel counsellors, hotel front desk agents, housekeeping attendants, bellperson or catering assistants.

Start your training in Tourism and Hospitality Management and be one step closer to a rewarding and challenging career in a fast paced and dynamic industry. This program includes one 4 week un-paid practicum in a Tourism setting and a 12 week paid Work Experience in a Hospitality setting. Students can expect to be paid between \$700 and \$1000 per month during the work experience.

**Hospitality Management Work Experience Diploma**

|                   |          |
|-------------------|----------|
| Full Time Diploma | 59 weeks |
|-------------------|----------|

MTI's Hospitality Management Work Experience Program is designed for International students that want to acquire Canadian skills and knowledge in the hospitality industry.

The world of Hospitality is a fast growing industry full of exciting opportunities for graduates of this Diploma program. The Hospitality industry consists of lodging and food and beverage operations and this program will prepare you to work in any of these settings.

The city of Vancouver continues to see a growth in this industry, after the 2010 Olympics put Vancouver on the world stage. Graduates in the Hospitality Management Diploma Program will receive certification from the prestigious Educational Institute of American Hotel and Lodging Association (AH&LA). MTI further enhances your training with a 12 week paid work experience in a hospitality setting. Students can expect to be paid between \$700 and \$1000 per month during the work experience.



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                           |
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| <b>NORTH ISLAND COLLEGE</b><br>1685 South Dogwood St<br>Campbell River, BC V9W 8C1<br>(Campuses in Comox Valley, Port Alberni & Mt Waddington )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | 250.923.9700<br>nic.bc.ca |
| <b>Adventure Tourism Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                           |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 2 years  |                           |
| Paid Co-op work experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                           |
| The Adventure Tourism Diploma includes: <ul style="list-style-type: none"><li>• The regular Coastal Adventure Tourism Certificate courses (Guiding 1);</li><li>• Three individualized Professional Guide Development Courses (Guiding 2);</li><li>• Specific core academic courses taken together with NIC's Tourism and Hospitality Management Diploma program students (Academic 1, 2, &amp; 3);</li><li>• A co-op work term; and</li><li>• With personal advising, each student establishes a <i>Guide Development Contract</i> to specify advanced field skills training suitable for his/her background (previous certifications and experience) and work objectives</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                           |
| <b>Exchange Opportunities:</b> Tourism and hospitality management students can participate in a fully funded semester-long exchange to Utah, Hawaii, or the Yucatan called Developing Environmentally Sensitive Hospitality Managers, or DESHM. Students pay regular NIC tuition costs while receiving credit for their studies. Plus, students get a monthly allowance and their return airfare, travel visas, and medical insurance are covered.<br>Adventure tourism students gain the entry-level, marine-based guiding skills covered in the Coastal Adventure Tourism certificate program. Then, they develop more advanced guiding skills as they learn about tourism-based management, marketing, entrepreneurship, and environmental issues in the tourism industry. Objectives and training are tailored to each student's goals, ensuring that graduates are well positioned in their field of interest.                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                           |
| <b>Coastal Adventure Tourism Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                           |
| Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5 months |                           |
| Two-week work placement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                           |
| Develop field skills in sea kayaking, canoeing, sailing, sport fishing, interpretation, leadership, wilderness first aid, navigation and more. Graduates are qualified for entry-level leadership and guiding positions with sea kayaking companies, sport fishing resorts, power boat charters, whale and wildlife tour operators, outdoor centres, youth wilderness programs, interpretative centres and more.<br>Guiding requires strong leadership, interpersonal, and interpretative skills as well as a high level of expertise and knowledge in specific skill areas. The program is highly experiential with relevant training in sea kayaking, canoeing, sailing, sport fishing, powerboat operations and wilderness first aid. Other classes provide a more comprehensive view of the Adventure Tourism industry, service sector and employment opportunities. We divide our time between the classroom and the field. Outings include multi-day trips on the west coast of Vancouver Island and exploring the uniqueness of the Discovery Islands, the Gulf Islands and other areas. You are exposed to a variety of leadership decisions, trip dynamics, and ocean and weather conditions that a guide regularly experiences. Students frequently take turns co-leading with classmates while instructors provide support, direction and feedback. |          |                           |
| <b>Food &amp; Beverage Management Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                           |
| Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 8 months |                           |
| Two-week work placement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                           |
| NIC provides a practical learning environment in the form of a fine dining room, The Third Course, and a cafeteria. Both of these are open to the public for meals and catering functions. Hospitality program students are responsible for the operation of the dining room, including sales and marketing, scheduling, service and supervision, budgeting, and cost control. This provides the opportunity to practice in a safe, yet very real, working environment. Students participate in field trips and attend lectures from guest speakers. The Food & Beverage Management certificate program works closely with industry professionals to provide connections between students and future employers in the industry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                           |

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| <b>NORTH ISLAND COLLEGE cont...</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |
| <b>Tourism &amp; Hospitality Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 Years (part-time options available) |
| <p>The program combines a strong academic foundation in key management functions such as accounting, marketing, human resource management, leadership, and computers with a practical hands-on approach to hospitality and tourism operations.</p> <p>NIC's very own fine dining room, The Third Course bistro, provides students with a unique opportunity to explore all the roles and responsibilities involved in managing a hospitality operation. Courses in accommodations and special events as well as planning your multi day field trips will also put your business skills to work. Throughout the two years your research skills will be developed in fun, interesting and useful ways, whether it is to understand the impact of global warming on the ski industry or to learn how to manage in another culture.</p> <p>Employability skills such as communication, teamwork, leadership and public speaking are strongly emphasized throughout the program, giving our graduates a marketable advantage in the workplace. The diploma also provides graduates with two full years of transfer credit toward many tourism and hospitality degrees both within BC and nationally.</p> <p>During each year of the program you will participate in a field trip as part of your studies. During the first year, you will travel to a major urban centre, stay in a 4- or 5-star property and experience its daily operation and guest accommodations and services. During year two, you will travel to an international tourist destination, again stay in a 4- or 5-star property and experience the operation and guest services of this type of resort. Students are responsible for their own travel costs, which are not included in the program tuitions.</p> <p>A mandatory component of the program, <a href="#">Co-operative Education</a> integrates paid, program-related work experiences with academic study.</p> |                                       |

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| <b>OKANAGAN COLLEGE   KELOWNA CAMPUS</b><br>1000 KLO Road<br>Kelowna, BC V1Y 4X8<br>(Campus in Salmon Arm, Vernon, Penticton)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         | 250.762.5445<br>1.8770755.2266<br>okanagan.bc.ca |
| <b>Business Administration Diploma – Hospitality and Tourism Management Option</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                  |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2 years |                                                  |
| The diploma program provides students with a broad understanding of business practices. With the experience and skills learned in the classroom, students will be able to progress to more responsible roles in accounting, marketing, operations, personnel or general administration. Year one of the program provides a solid foundation in general business. Options are available in Accounting, Financial Services, Hospitality and Tourism Management, Human Resources Management, Management and Marketing. A General Studies option is also available to those who want to take elective courses from a variety of options. |         |                                                  |
| <b>Bachelor of Business Administration – Hospitality and Tourism Management Specialty</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |                                                  |
| Full Time Degree Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4 years |                                                  |
| The program provides students with a broad understanding of business practices. With the experience and skills learned in the classroom, students will be able to progress to more responsible roles in accounting, marketing, operations, personnel or general administration.                                                                                                                                                                                                                                                                                                                                                      |         |                                                  |

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| <b>ROYAL ROADS UNIVERSITY</b><br>2005 Sooke Road<br>Victoria, BC V9B 5Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 250.391.2511<br>1.800.788.8028<br>royalroads.ca                                  |
| <b>BA in International Hotel Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                  |
| <b>Full Time Degree Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>12 months</b>                                                                 |
| Students will study relevant course material on sustainable tourism, international hotel management, financial strategy, marketing, ethics, entrepreneurship, and communications. The entire undergraduate program is infused with a blend of academic theory and industry experiences. With the intensive on campus program, students can complete 60 credits in just 12 months.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                  |
| <p><b>1. Global Awareness</b></p> <ul style="list-style-type: none"> <li>Analyze and interpret the impact of global issues facing hospitality managers</li> <li>Assess the potential impact of hospitality operations on the operating environment</li> <li>Demonstrate application of triple-bottom-line management techniques within a hospitality enterprise</li> <li>Demonstrate multicultural sensitivity and awareness to global issues, opportunities and sustainability</li> </ul> <p><b>2. Knowledge</b></p> <ul style="list-style-type: none"> <li>Describe the fundamentals of entrepreneurship and business decision making</li> <li>Develop strategic business decisions in response to current trends and niche markets</li> <li>Create an appropriate strategic plan for a hospitality enterprise</li> <li>Demonstrate understanding of other businesses operating within the broader tourism context and hypothesize their impact upon hospitality enterprises</li> </ul> <p><b>3. Critical Thinking &amp; Problem Solving</b></p> <ul style="list-style-type: none"> <li>Select and synthesize information and data to critically assess a situation or problem and identify possible actions</li> <li>Creatively analyze and interpret case study scenarios and recommend solutions</li> <li>Formulate logical conclusions through the use of sound research methods and conceptual models</li> </ul> <p><b>4. Work With Others</b></p> <ul style="list-style-type: none"> <li>Work as a member of a team</li> <li>Leadership and the ability to follow the lead</li> <li>Consideration of the needs and expectations of stakeholders</li> <li>Recognition of cultural diversity</li> </ul> <p><b>5. Effective Communication</b></p> <ul style="list-style-type: none"> <li>Produce high quality written materials and oral presentations using both narrative and graphic representations</li> <li>Regularly participate in class discussions and contribute to the learning of others</li> <li>Display effective computer, internet and interviewing/questioning skills</li> </ul> |                                                                                  |
| <b>MA in Tourism Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                  |
| <b>Degree Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Organized and delivered in four modules – each approx. 6 months in length</b> |
| <p>It is anticipated that the majority of students will complete the MA in Tourism Management in approximately two and a half years of part-time study. Due to the dynamic nature of the tourism industry and hospitality sector, and for maximum flexibility, students may choose to complete the degree over three, four or five years. Depending on the schedule each year, overlapping and fast-tracking is also an option.</p> <p><b>Compulsory Modules:</b><br/>                 Tourism Leadership Module: Three courses, nine credits, taught online plus one eight-day destination residency in Victoria, B.C. See the diagram below.</p> <p><b>Applied Tourism Research Module:</b><br/>                 Two courses, nine credits, delivered 100 percent online. Students are individually mentored while working on their research paper. To enroll in this module, applicants must have completed at least two of the three other modules first.</p> <p><b>Choice Modules (Select Two):</b><br/>                 Destination Development Module: Three courses, nine credits, taught online plus one 8-day destination residency in Victoria, B.C. See the diagram below.</p> <p><b>Sustainable Tourism Module:</b><br/>                 Three courses, nine credits, taught online plus one 6-day destination residency in Victoria, B.C. See the diagram below.</p> <p><b>International Hotel and Resort Management Module:</b><br/>                 Three courses, nine credits, taught online plus one 10-day destination residency in Victoria, B.C. See the diagram below.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                  |

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| <b>SELKIRK COLLEGE   TENTH STREET CAMPUS</b><br>820 Tenth Street<br>Nelson, BC V1L 3C7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         | 250.352.6601<br>1.866.301.6601<br>selkirk.ca |
| <b>Resort and Hotel Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                              |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2 years |                                              |
| Internship – 5 months between the 1 <sup>st</sup> and 2 <sup>nd</sup> years of the program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                                              |
| <p>The guiding principle of the <b>Resort and Hotel Management Program</b> is student centred involvement through project-based learning, so during the school year our students are involved in organizing and supporting Selkirk College as host institution for special events and conferences (<a href="#">see this video for Gala set up 2010</a>). Much valuable practical experience is gained by students as they supervise and staff the College's on-campus dining establishment: <a href="#">Scholar's Dining Room</a> (open to the public).</p> <ul style="list-style-type: none"><li>• <b>5% of our graduates</b> have a job within two months of graduation; hundreds of our grads enjoy success in senior hotel and tourism management positions internationally</li><li>• <b>Technology:</b> The College gives students skills using industry-specific software, including <a href="#">Micros Opera</a>, POS systems and <a href="#">Meetingmatrix</a>; Selkirk is one of only two colleges in Canada to provide this real-world experience</li><li>• <b>Hands-on experiential learning:</b> working with our professional cooking program, we provide opportunities to plan, manage and deliver real-world events for up to 1,000 people (Selkirk College has the largest banquet facility in the West Kootenay). The College also operates <a href="#">Scholars Dining Room</a>, a 50-seat capacity fine dining room.</li><li>• <b>Small classes and individualized instruction:</b> class sizes are limited to 25 students; classes are led by instructors possessing academic and industry credentials</li></ul> |         |                                              |
| <b>Ski Resort Operations and Management Program (SROAM)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                              |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2 years |                                              |
| Paid Internship – 21 weeks at a ski resort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                                              |
| <p>Field trips provide students with first-hand exposure to new construction and installations, snowmaking plants, ski lift designs, as well as to consumer and industry trade shows. Direct meetings with ski industry managers and supervisors at resorts visited give students a chance to explore job opportunities for their work semester and after graduation.</p> <p>During the first three semesters which span 14 months, students take 22 courses focussed on tourism, business, and operational subjects that prepare them for a role in the ski and snowboard industry. Included in these first three semesters are three five-day field trips to different ski regions in British Columbia and Alberta.</p> <p>During the fourth semester, students undertake a 21-week paid work semester at a ski resort, which may lead to full-time employment. The work term is a co-operative education endeavour that involves both employer and college supervision of the students' work experience. Students choose their work placement and negotiate with employers to determine possibilities for job rotation and other learning opportunities. Students receive one on-site visit from an instructor during the work semester and must complete a major written report and verbal presentation to receive credit for this work term</p>                                                                                                                                                                                                                                                                                 |         |                                              |
| <b>Culinary Management Diploma Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                                              |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1 year  |                                              |
| Internship – 5 months between the 1 <sup>st</sup> and 2 <sup>nd</sup> years of the program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                                              |
| <p>This program will provide the fundamental management skills for students with culinary backgrounds looking to manage own or operate their own food and beverage business. The guiding principle of the Culinary Management program is student centered involvement, through project based learning. During the school year our students are involved in organizing and supporting Selkirk College as host institution for special events and conferences. Students participate in a professional internship program consisting of five months in the summer and fall between the first and second year of the program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                                              |

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| <b>THOMPSON RIVERS UNIVERSITY</b><br>900 McGill Road<br>Kamloops, BC V2C 0C8<br>(Campus in Williams Lake)                                                                                                                                                                                                                                                                                                                                                                                                                                 |         | 250.828.5036<br>tru.ca |
| <b>Resort and Hotel Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                        |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 years |                        |
| Courses in this diploma provide instruction in Hotel Operations, Food and Beverage Management and hospitality administration. In addition to hospitality related courses, students will gain experience in computer applications, accounting, finance, cost control, marketing and business communications.                                                                                                                                                                                                                               |         |                        |
| Employment opportunities for students are often developed by work experience opportunities that have been built into our diploma program. Before graduating, and in order to receive the Resort & Hotel Management Diploma, students must complete a minimum of 500 hours of relevant work experience in the tourism industry.                                                                                                                                                                                                            |         |                        |
| <b>Events and Conventions Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |                        |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 years |                        |
| This program is designed to provide a practical overview of the function, skills and knowledge required to successfully plan, organize, manage, promote, and evaluate a festival, convention, trade show, or special event. Before graduating, and in order to receive the Events and Conventions Management Diploma, students must complete a minimum of 500 hours of relevant work experience in the tourism industry                                                                                                                   |         |                        |
| <b>Sports Event Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |                        |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 years |                        |
| Courses in this diploma will provide the student with an introduction to not only the business skills required to produce a sports event, but also courses that will teach them how to organize events, find appropriate sponsors, recruit and motivate volunteers and successfully market the event. In order to graduate from the Sports Event Management Diploma, students must complete a minimum of 500 hours of relevant work experience in the Sports Event industry.                                                              |         |                        |
| <b>Tourism Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                        |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2 years |                        |
| The courses provide a blend of theory and practice. Assignments introduce students to current management issues with local, regional, national and international tourism businesses and organizations. These assignments are designed to give students the skill and confidence to develop their own tourism businesses and fill the growing need for managers in the tourism industry. Students must have a minimum of 500 hours of documented relevant work experience supported by industry references indicating capable performance. |         |                        |

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| <b>VANCOUVER CAREER COLLEGE</b><br>1100 – 626 West Pender Street<br>Vancouver, BC V6B 1V9<br>(Campuses in Burnaby, Coquitlam, Surrey, Abbotsford, Kelowna)                                                                                                                                                                                                         |                                       | 1.800.651.1067<br>vccollege.ca |
| <b>Hospitality Management Program</b>                                                                                                                                                                                                                                                                                                                              |                                       |                                |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                  | 42 weeks (including 5 week practicum) |                                |
| Vancouver Career College's Hospitality Management program provides the training you need to enter this fast-paced industry. The program covers hospitality computer systems, staff management, housekeeping management, human resource management and front of house procedures. Students gain first-hand hospitality experience as part of a five-week practicum. |                                       |                                |
| In addition to their <b>Hospitality Management</b> Diploma, graduates of this program will be certified in BC Food Safe, <b>Serving It Right</b> , and an <b>American Hotel and Lodging Association (AHLA) Diploma</b> .                                                                                                                                           |                                       |                                |

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| <b>VANCOUVER COMMUNITY COLLEGE</b><br>1155 East Broadway<br>Vancouver, BC V5T 4V5<br>(Campus in Downtown Vancouver)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         | 604.871.7000<br>vcc.ca |
| <b>Hospitality Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                        |
| Full Time Diploma                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2 years |                        |
| <p>The Hospitality Management Diploma provides a well-rounded curriculum geared to provide initial employment skills and the potential for future management growth. In the first year of this two-year program, studies focus on general business management courses applied to hotel and restaurant settings. The second year consists of hospitality management courses, including food and beverage cost controls, human resources, marketing, law, management principles and a web Hotel Simulation course.</p> <p>The diploma program also provides transfer opportunities to third year degree programs at the University of Victoria, University of Calgary, Ryerson, Guelph and University of New Brunswick as well as specialized transfer arrangements with LaTrobe University in Australia and Cornell University in the USA. VCC also offers its own degree in Hospitality Management.</p> |         |                        |
| <b>Bachelor of Hospitality Management</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                        |
| Full Time Bachelor Degree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 years |                        |
| <p>The Bachelor of Hospitality Management provides students with a course of studies that combines theoretical training with industry specific analysis and study. Bridging the Hospitality Management diploma, graduates of the provincial core of hospitality management diploma courses* with an overall average of C+ or better can begin studies in the third year of the degree.</p> <p>This new degree offers three key advantages:</p> <ul style="list-style-type: none"> <li>• It ladders from the highly successful Hospitality Management diploma</li> <li>• It is industry-specific in content and focus</li> <li>• It is Vancouver-based, providing access to the gateway of tourism and hospitality in the province</li> </ul>                                                                                                                                                            |         |                        |

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| <b>VANCOUVER ISLAND UNIVERSITY   NANAIMO CAMPUS</b><br>900 Fifth Street<br>Nanaimo, BC V9R 5S5<br>(Campus in Cowichan, Parksville-Qualicum & Powell River)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         | 250.753.3245<br>1.888.920.2221<br>viu.ca |
| <b>Hospitality Management Diploma</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                                          |
| Full Time Diploma Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2 Years |                                          |
| Cooperative Placement from May to September                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                          |
| <p>This 2 year diploma program is designed to prepare students for a wide range of management positions in the tourism industry. Students examine management from behavioural, functional, situational and systems perspectives. The unique applications of management to service organizations are a focal point of the program. Students are encouraged to explore and develop their individual leadership styles in the management labs offered in the program. Since the marketing concept forms the basis for developing management practices used in the tourism industry, the marketing/management relationship is studied in detail.</p> <p>The primary role of this program is to prepare students initially for entry level positions and eventually middle management positions in the tourism industry. Program graduates are eligible to enter into the <a href="#">Bachelor of Hospitality Management</a> Degree.</p> |         |                                          |

**Summary of Responses to CWC – Hospitality and Event Management Post-Degree Certificate**

**10/19/12 Rhonda Colwell**

Reviewed: Made suggested change to course name “Hospitality and Event Internship”

**10/31/12 Elaine Harris**

Typo: Fixed

**10/31/12 Lorraine Bing**

Reviewed: Not applicable (Student Aid Funding)

**11/01/12 Elaine Harris**

Entrance requirements – changed to recommended wording

When to apply – after meeting with Julie Larsen and discussing with Elaine, changed *from* continuous application to specific term application as suggested.

Program regulations – Continuance and Probation – reviewed, no change

Readmission – reviewed, no change

Residency – wording changed as suggested

General information – answered question, full-time

**11/02/12 Cheryl Dahl**

Added John Potts to Program Working group

Added Brian White, Royal Roads University to Summary of Consultation

**11/08/12 Simon Xi**

See Attached Document I

**11/12/12 Simon Xi**

Reviewed: Changed to specific term intake as per Elaine Harris

**11/12/12**

Typo: Fixed

**11/14/12 Don Miskiman**

See attached Document II

**Summary of Changes to Hospitality and Event Management Post-Degree Certificate Proposal**

Page 1      Chair, Program Working Group  
 Added John Potts, Manager, Partnerships and Programs  
 UFV – International, University of the Fraser Valley

Page 5      **Changed from:**

| <b>Certificate Program by Semester</b> |                                                                                                                                                                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sept – Dec 2013                        | HOEV 200 – Principles of Tourism: A Canadian Perspective HOEV 201 – Hospitality Accounting & Financial Management HOEV 301 – E-Business and Technology Systems HOEV 302 – Marketing Management for Hospitality and Tourism HOEV 303 – Organizational Behavior and Leadership |
| Jan – Apr 2014                         | HOEV 300 – Hospitality Operations HOEV 400 – Customer Relations Management HOEV 401 -Canadian Hospitality Employment Law HOEV 402 – Events Management                                                                                                                        |
| May – Jul 2014                         | HOEV 450 – Hospitality and Events Internship                                                                                                                                                                                                                                 |

| <b>Certificate Program by Semester</b> |                                                                                                                                                                                                                                                                              |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan-Apr 2014                           | HOEV 200 – Principles of Tourism: A Canadian Perspective HOEV 201 – Hospitality Accounting & Financial Management HOEV 301 – E-Business and Technology Systems HOEV 302 – Marketing Management for Hospitality and Tourism HOEV 303 – Organizational Behavior and Leadership |
| May – Jul 2014                         | HOEV 450 – Hospitality and Events Internship                                                                                                                                                                                                                                 |
| Sept – Dec 2014                        | HOEV 300 – Hospitality Operations HOEV 400 – Customer Relations Management HOEV 401 -Canadian Hospitality Employment Law HOEV 402 – Events Management                                                                                                                        |

**Changed to:**

Page 7      *Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable:*

Added: UFV Hospitality Event Planning programs are working with (in conjunction with) Meeting Planners International, Canadian Tourism Human resource Council and LinkBC in the development and delivery of industry approved curriculum. Though not an official industry designation we are working to ensure our curriculum is aligned with the newly developed, industry lead Meetings and Business Event Competency Standards Curriculum guide as well as core curricula developed by LinkBC via industry leaders.



Page 8            Added Dr. Brian White, Director  
                       School of Tourism and Hospitality Management  
                       Royal Roads University  
                       2005 Sooke Road  
                       Victoria, BC V9B5Y2

Page 9            State whether or not the program meets the eligibility requirements as outlined at  
                       [www.bcsap.bc.ca](http://www.bcsap.bc.ca) under the “School Officials” icon.

                      Changed to “This program is not eligible for the BC Student Loans Program.

Page 11           **6.** When to apply Applications are accepted for entrance to the Winter and Fall  
                       semesters. For application deadlines, see *Specific intake application process* in the  
                       Admissions section of the calendar.

Page 12           **9.** Program duration and total number of credits:  
                       The program consists of 30 credit units completed over 3 semesters, and will commence  
                       in January 2014.

Page 12.

| Certificate Program by Semester |                                                                                                                                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan – Apr 2014                  | HOEV 200 – Principles of Tourism: A Canadian Perspective HOEV 201 – Hospitality Accounting & Financial Management HOEV 301 – E-Business and Technology Systems HOEV 302 – Marketing Management for Hospitality and Tourism HOEV 303 – Organizational Behavior and Leadership |
| May- Jul 2014                   | HOEV 450 – Hospitality and Events Internship                                                                                                                                                                                                                                 |
| Sep – Dec 2014                  | HOEV 300 – Hospitality Operations HOEV 400 – Customer Relations Management HOEV 401 -Canadian Hospitality Employment Law HOEV 402 – Events Management                                                                                                                        |
|                                 |                                                                                                                                                                                                                                                                              |

Page 15      Appendix B: Budget Analysis – see new appendix

Each course outline has had the maximum enrolment changed from 20pax to 26pax

Each Course outline has added John Potts, Manager International Partnerships, University of the Fraser Valley

***Document I: COMMENTS (from Simon Xi 11.08.2012) AND RESPONSES (from Nancy Barker) FOR UEC***

Hi Nancy,

It is great to see another new program on the block. I hope I can still add my belated comments.

It seems that this program will rely heavily on international students to generate revenue. I am sure we are aware of the risks involved in this endeavor. As there are a plethora of such programs at different levels in BC and Canada (private and public), what are the niches that attract international students to this program? Is it low tuition, location, program content, job prospects?

Actually, there is not a plethora of post-degree (Post Bac) programs in Hospitality Management. There are some in Ontario, but to our knowledge none in Western Canada. This program will appeal to domestic students wanting a specialty to add to their undergrad degree (except for those who may already have Tourism/Hospitality degree). UFV-International indicated -- Ravi Philips, Betty Wang, John Potts, Ora Steyn and Dea Freschi – that there is strong interest from overseas markets for such a post-degrees Certificates from areas such as China, India, the Middle East and Eastern EU. One of the attractions is the opportunity to work for three years after graduation (and the jobs will be available) which will put international students on the road towards landed status eligibility after the first year of work. The tuition will be about \$14,000 which we have projected with various budget and revenue scenarios and we are confident this will be not just a “viable” program, but one that produces surplus revenue for UFV.

Simon, if you had a look at Appendix F, it outlines a Tourism and Hospitality program comparison in British Columbia. I also did extensive research into similar programs in Canada, there are very few. Can you tell me where you got the information on the plethora of programs, I am concerned in case I missed something. Link BC is another excellent resource.

I think UFV will be leading in this area, I am really excited about it. I was just speaking with my colleagues from BCIT and they are just starting to talk about it.

I am not sure how other similar programs have been faring and how international graduates from those programs are filling the job market.

Employment rates are high for graduates from post-degree certificate programs and this post-degree Hospitality program will be the only such offering in Western Canada.

We may also take a look at existing post-degree programs at UFV to gauge the prospects of new programs.

UFV actually doesn't have any post-degree programs at this point with the exception of the Data Analysis Certificate, which has just been offered once. The Business post degree certificate program you refer to has not yet been approved. From the trip John Potts and Betty Wang just completed in China that there was a large interest in post-degree certificates to give students a specialty and very quick access to the Canadian job market followed by landed status. There were also questions regarding continuing studies to the Masters level. We have consulted with Royal Roads and they indicate that our proposed certificate would qualify students to enter their MA in Tourism Management.

We have seen a proposal of a Post-degree Certificate in Management from the School of Business. My experience with international students tells me that they prefer two-year credentials. Some of them who have applied to the post-degree program change their minds after they land here.

The folks I spoke with in International, Ravi, Betty and John did not indicate anything about a two year credential preferred. As a type B certificate, there is a credit limit, 30.

In terms of the content, there is some overlap with UFV's business courses. At some other institutions, this is part of the business program repertoire. I wonder whether alternative business courses can be accepted for transfer credit purposes. Of course, this means students register in fewer courses in the program and this erodes revenue. International students typically pay a flat fee. If they have transfer credits into the program, do they still need to pay the flat fee to take a lesser course load?

Actually, the most successful Tourism and Hospitality programs offered in the BC system are not housed in BBA programs, but are in Tourism and Hospitality stand-alone departments. These include the Tourism Management Degree, Wilderness Leadership, Outdoor Recreation and Aboriginal Tourism programs at Capilano, the Tourism Management Degree programs at VIU and Okanagan, the BA in International Hotel Management & MA Tourism Management at Royal Roads University and the Hospitality Degree program at VCC. These programs are in leadership positions in the province and the tourism/hospitality programs associated with BBAs are not the first choice for students wanting to be professionals in these areas. The courses which have a business-related content such as marketing and management are all specifically designed for and targeted on the Tourism and Hospitality sector. So, unlike a BBA program where Marketing, for example, would include content aimed at the whole Business spectrum, the Hospitality Management courses that are Business-related will look in-depth at the Tourism/Hospitality Industry and emerging markets, business strategies in that sector. A student with a BBA may get some advanced standing and that would be assessed on a case-by-case basis. The Hospitality Event Planning Undergraduate Certificate currently running at UFV is similar to the programs listed above, though at an introductory level, the courses taught in this program have a business related content, but are industry specific, and any text used is written specifically for the Hospitality Industry. In consultation with leaders working in industry, this is important to them.

Another good resource you may want to look at is LinkBC.

Entrance requirements:

If an applicant has a similar bachelor's degree, can he/she still apply? My understanding of a post-degree is for people from a different background. As the program has 50% residency requirements, I reckon it leaves the door open for those applicants.

Correct – we did not want to exclude those International students who have a similar degree already from their country of origin, (or wherever) but want to study in Canada. Domestic students who have a degree in Hospitality or Tourism will probably self select out as the courses are very industry specific, and they will have already done many of them. (Again reference LinkBC) Domestic students who have a degree in another discipline, but are looking for a new career path are more likely to take this program. I have had several mature students in the current undergraduate certificate program with a degree, who have come back to school and wanted specific training.

It might be better to specify English language proficiency requirements. As it stands now, applicants whose first language is English, who have studied two years at secondary level and graduated, or who

have graduated from .... (English language proficiency standards)

[http://www.ufv.ca/calendar/2012\\_13/general/admissions.htm#ELPS](http://www.ufv.ca/calendar/2012_13/general/admissions.htm#ELPS)

) will suffice. We can have an English-as-a-first-language speaker who has grade 10 level English or a non-native speaker who has graduated from a degree through the medium of English, but needs English upgrading. These descriptions in the English language proficiency may be used to meet the general UFV entrance requirements, but most of the programs have specific language requirements.

Good comment Simon, thanks.

How to apply:

Perhaps we can add "International students should apply to UFV International." Application procedures are different.

Is this standard practice with International? If so, no problem. Ora or John P would you advise on this, thanks,

Program regulations

There must be reasons for using all the courses from the previous semester as pre-requisites for courses for next semester. I wonder if there can be some flexibility as found in most of the academic programs at UFV that prerequisites are specific to individual courses. We can still require students to complete all courses before the onset of internship. Early departure from the program can have implications on the projected revenue.

Yes there are. As a Co-Hort program, each course is offered annually, and the order in which they are offered one builds upon the next. For example Event Management (402) is near the end. You could not complete this course without prior knowledge from the others. The first course Intro to Tourism provides the student with a broad understanding of the industry, the following courses build upon the context provided in HOEV 200 (specific knowledge).

As other people may have pointed out regarding course grade, does a student achieve a minimum C+ from each course and maintain a semester GPA and CGPA of 2.5 to continue and graduate? GPA 3.0 is B, which is high.

I modeled the program after the undergraduate certificate program offered in Trades currently. All programs offered in Trades require a 70% pass. In speaking with Amanda Grimson, a letter grade means many different things to many people and institutions. A percentage is common language amongst institutions, and for transfer credit, I believe this is important, but I am happy to assign a letter grade along with it. That seems to be important to students.

Yes, 70% is high, however I feel quite strongly in order to maintain and build our relationship within the Hospitality Industry our standards must as high or higher than industry. The folks in International did not think this would be a detriment. We have built strong relationships with industry in a relatively short period of time by providing them with exceptional employees. I now have more internship requests than students for the current program. My industry partners think very highly of our graduates.

Residency,

Given the short length of the program 50% residency is generous and can reduce the projected revenue. Post-degree Certificate in Management has 100% residency requirements. Post-degree Certificate in Data Analysis in the calendar copy allows 6 transfer credits.

OR Steyn/John Potts/John English any thoughts on this? I know we discussed this at length, but I cannot recall the exact reasoning.

Simon, I cannot comment on the PD Certificate in Management as it has not yet been approved.

Appendix B

I wonder how the institutional overheads are derived. Staff at UFV International will be heavily involved.

Other service areas?

The institutional overheads were derived from standard UFV percentages in consultation with our Dean, John English. Simon, can you please expand on "Staff at UFV International will be heavily involved", and what you think those costs may be, International (Ora Steyn and John Potts did not indicate anything out of the norm as far as costs were concerned)?

Thanks for the opportunity to share my views. Thank you Simon, your comments are great Food for Thought!, if I have missed anything let me know,

Nancy

Simon Xi  
Educational Advisor  
UFV International

**Document II: COMMENTS (from Don Miskiman 11.14.2012) AND RESPONSES (from Nancy Barker) FOR UEC**

Response for CWC to comments from the School of Business (Responses in black type)

(School of Business in Blue)

Thanks for the opportunity to comment on the proposed program. While it is great we have the consultation process, it is unfortunate that it comes at this stage in the development of the specific curricula and program. It is akin to the Hospitality program being puzzled to discover that the School of Business had developed a certificate in Event Management, using 'mirror' courses under a Business CRN.

This consultation is taking place at the stage of the process it would normally occur. We don't believe this is a business program and you will see below how the Hospitality courses do not "mirror" those in your program.

The School of Business has been approached on several occasions to work with the existing Trades program to develop a diploma or degree level program collaboratively. Both Mark Breedveld and Mike Ivanoff were approached by the program instructor and the former Dean of Trades. Not only was collaboration not welcomed by the School of Business, a request to have the business components of the program considered for some transfer credit was denied. International suggested that Business recognize Hospitality courses when meetings were held with a partner from Ghana and the question was posed to Mark Breedveld about recognizing the Hospitality certificate and Business did not respond or follow up on the opportunity to collaborate.

This program will not produce graduates who are accountants, finance experts, human resource managers or marketers. Rather, it provides those with an undergraduate degree with some essential tools to work in mid/entry-level management positions in the tourism/hospitality industry.

The words "accounting", "marketing", "management" and "human resources" are not used solely in Business Administration programs in post-secondary education. The courses in the program that include these areas would equip students with the skills and knowledge to be able to make informed accounting, budgetary or marketing decisions -- most often with the advice of a certified accountant, advertising/marketing or other specialists. At UFV, several areas include courses that are oriented to management in particular fields. For example, CYC offers a course on the administration of daycare centres, Communications offers several courses related to human resource management, and Visual Arts offers a course in professional business practices. In specialized areas, many programs run their own courses to deal with administrative issues, just as Business runs specialized courses from other disciplines, such as Math, to deal with issues particular to Business.

The following are points for consideration:

1. First, the School of Business has no intention of funding a section of the program (as was suggested in another email); it would consider teaching courses in the program which would be funded by the program. This brings us to an important point. Have the courses been "assigned" the appropriate professor(s) with the appropriate qualifications? This is not a moot point of territorial guards-ship; it is critical in the areas of certification, accreditation and credibility. Accounting, Marketing and Management courses must be taught by an appropriately qualified

professor (e.g. CA, CGA - or its merger Association; BCHRMA, etc.); otherwise, it is viewed as not meeting academic standards and could not be acceptable to these bodies; thus creating a less than valued credential. (In simple terms, it would be similar to one of the Accounting instructors teaching a trades course – no credibility). Again, it is not the intention of the School of Business to be teaching in this program; unless they are requested to do so.

As the proposal states, recognized accreditation by industry of tourism programs does not exist at this point, and there is no desire or need to have it accredited by any business accreditation body. However, a standard curriculum is available through LinkBC, and as the proposal states:

*As part of the LinkBC network, UFV has been working closely with our tourism and hospitality colleagues in post-secondary education. LinkBC provides a thorough review of what is being offered at the moment, and where there is a gap in tourism and hospitality education. Because of our association and relationship with LinkBC, provincial consultation was done through LinkBC.*

The curriculum was developed in consultation with the appropriate provincial bodies. There is no need to accredit it through any other bodies. UFV has been recognized as a partner member with LinkBC (Appendix E), a provincially recognized and funded service organization working with tourism and hospitality programs across BC. LinkBC provides core curriculum that has been developed collaboratively by post-secondary hospitality and tourism educators across the province.

Tourism programs typically, in Canada, are not embedded in business programs. A list of the tourism programs in BC is also referenced in the proposal in Appendix F. As John Potts notes (former Dean of both Tourism and Business programs at Capilano University): *It is common practice in BC to have Tourism programs or Schools of Tourism/Hospitality as stand alones that are not affiliated with Business Schools, even though they have some of the same curriculum. They offer similar courses to those that will be offered in our Certificate. The leadership provided in Tourism and Hospitality BC through LinkBC has come from VCC, Capilano, Okanagan, VIU, and most recently Royal Roads. None of these programs are part of Business in their institutions.*

*These include:*

*Bachelor of Tourism degrees at Capilano, VIU and Okanagan  
Bachelor of Hospitality Management degree at VCC and Royal Roads (International Management)  
Master or Arts in Tourism at Royal Roads*

*Examples of comparable courses from the Royal Roads and VCC Tourism programs are provided below. As you can see, they contain the same elements as the curriculum currently taught in the Hospitality program, and the same elements that will be included in the post-degree certificate.*

**Royal Roads University – Master of Arts in Tourism Management**  
**Entry requirement – BA or BSc**

**IHMN520: Finance for Hospitality Management - 3.00 Credits**

*Financial management is essential to any successful business. The theory and practice of financial management tools and analysis are examined, including capital budgeting, investment analysis, financing, firm valuation, risk and return, and financial decision making in relation to hotels, resorts or other specialty aspects of the international hospitality industry.*



**TRMN505: Strategic Tourism Marketing - 3.00 Credits**

*Examines the current and pragmatic aspects of the strategic marketing of tourism with an emphasis on new internet-based opportunities and challenges for businesses and destinations. The impact of experiential vs. traditional marketing methods is analysed. Customer profiling and traditional and e-distribution channels are investigated including images, messages and with a lens to optimize limited resources. Students will challenge current assumptions and reflect on their own practice and experience as they make decisions on how to effectively connect with tourism products, destinations, and evolving customer expectations.*

**TRMN504: Product & Market Innovations - 3.00 Credits**

*Tourism products and markets are analyzed through the lens of the customer experience, niche markets, and the role of physical and emotional experiences in creating a competitive advantage. Traditional paradigms for product and market development are probed; the value of emotions in attracting and retaining visitors debated; criterion for success evaluated, and performance measures examined.*

**VCC - Bachelor of Hospitality Management****Human Resource Issues (HOSP 3103)**

*This course will introduce students to contemporary issues in the fields of labour relations and human resource management. A select range of topics will be examined including, workplace wellness, systemic dysfunction, innovative recruitment strategies, succession planning, HR strategic planning, conflict resolution, and the professionalization of human resources.*

*Instructional strategies include a combination of presentations, discussions, reflective writing, case studies, role plays, and individual and group work. A variety of interactive and collaborative activities will be used. Students are expected to actively participate in the learning process.*

**Financial Management (HOSP 3210)**

*This course will focus on resolving hospitality business problems. Students will review the financial elements of a business in terms of planning and controlling financial operations. Students will use financial information to evaluate business effectiveness and financial statements to prepare budgets. Students will analyze investment options to assess returns and risks.*

*Instructional strategies include a combination of presentations, discussions, case studies, and individual and group work. A variety of interactive and collaborative activities will be used. Students are expected to actively participate in the learning process.*

**Strategic HR Leadership (HOSP 4505)**

*This course will explore how the ever-changing needs of the organization require effective leaders, despite their position or pay grade. Students will examine the relationship of power, influence and leadership styles on organizational success in a highly competitive marketplace. Students will explore their own leadership styles to develop confidence and have influence and impact as leaders in the hospitality industry. Developing and coaching high potential employees to build a leadership pipeline is also a focus of this course.*

*Instructional strategies include a combination of presentations and projects, role-plays, discussions,*

*feedback, reflective writing, case studies, and individual and group work. A variety of interactive and collaborative activities will be used. Students are expected to actively participate in the learning process.*

The instructor, hired through the same rigorous process as instructors in Business, is a specialist in the tourism industry. Someone in the School of Business would be welcome to apply in response to an opening. Extensive experience in the hospitality industry is going to be key to the success and growth of this program. We hope to attract industry professionals who can add a great deal of richness and depth to the suggested course content.

2. Is the “Post-degree certificate” housed in the appropriate decanal area? At first glance, it would seem that it should be housed in an academic decanal area such as one within the Faculty of Professional Studies, or even, Faculty of Arts. (In simple terms, our we housing the car in the boat house?). This does not negate the engagement of Hospitality to offer credentials that could be considered out-of-scope of the area; but it does address the perception of credibility, public acceptance and recognition. This generalizes into another area for discussion beyond the scope of CWC; and that is, is the Hospitality Department housed in the most appropriate area? (while this would be a Deans’ discussion of areas, the model/structure present at VIU could be one to follow).

This issue falls outside the purview of this consultation process, and is the business of the Provost. However, the UFV program is considered a very high quality program in the industry, and has not suffered from any lack of credibility or public acceptance.

As has been discussed several times recently at Senate and in other venues, Trades **is** considered an **academic** area, and the intention of UFV is to integrate it more closely with other areas to allow students to work across the artificial boundaries created by an old-fashioned distinction between programs focused on technologies and those focused on ‘academic’ matters.

One way of meeting the need and demand for integration is to offer more Trades programs in the course model typical of the arts, so that students can move across the faculties more easily and new programs can be designed that take advantage of the wealth of knowledge currently available only to Trades students. This program is the first of several programs that will be integrated with programs in Arts and Science, Health Sciences and Professional Studies, through this process. Two new degrees, one implemented and another in the late stages of development, have already signified their willingness to accept trades courses towards degrees, and as the integration moves forward, more will undoubtedly join them. The point is that this integration is not one of adding an ‘academic’ component to a ‘vocational’ program. Knowledge in each area is approached from a different perspective, but is equally ‘academic’. As the university is challenged to offer more applied learning, more problem-based instruction, programs in Trades offer a great opportunity to learn new ways of blending the applied with the theoretical in innovative ways.

3. Some comments on specific courses:

It is hoped that the comment that the hospitality courses “are delivered in a different format at a different level. They are not new in relation to their content” is a misspeak. There has been significant changes in the areas of legislation relating to OH&S, Employee Relations, Employment Standards Act, Employment Law and in the case of the Accounting area, of meeting the IFRS standards (International Financial Reporting Standards).

The courses are not new in relation to their content. Changes in legislation are currently included. How are changes in legislation related to repackaging this curriculum? Legislation and regulation of the industry is ever changing. It is the responsibility of the instructor to ensure current legislation and regulation is reflected in course content.

It is assumed that the courses would have been updated, “new in relation to their content” to meet these requirements. Further it is noticed in the Calendar, that the courses are listed as HOEV (A through to K) all being listed as 0 UFV credits. The proposed new courses are listed as 3 UFV credits each. These two points would direct one to conclude that these are new courses.

They have been packaged to be delivered for credit. Trades programs currently are not credit-bearing. If some industry standard has been missed, please indicate which one.

4. As presented by other authors in commenting on the program it appears that:

4.1 there is overlap of HOEV 201 and BUS 143 (Accounting I)

4.2 there is significant overlap of HOEV 302 and BUS 423 (Services Marketing)

4.3 there is overlap of HOEV302 and with BUS 324 (Customer Relationship Management)

4.4 there is significant overlap of HOEV 303 and BUS 203 (Organizational Behavior - only 2 of the 13 weeks differ)

4.5 there is some overlap of HOEV 300 and BUS 492 (Event Management), although the reviewer noted that HOEV is a trade skills course instead of an academic style course

Please see above. These courses are not typically offered in business programs, and indeed were not acceptable to Business even for transfer credit a year ago.

It is not evident as to what constitutes a degree of overlap that would make the courses redundant; however, in an atmosphere of reducing costs in universities in BC, there may be consequences to Departments and universities offering redundant courses.

These courses are specific to the tourism industry, not to business in general. They are not “mirror” courses, but deal directly with the particular conditions of the tourism industry. The courses are not considered redundant, as they are industry specific. There have been no consequences to post-secondary institutions programs in Hospitality/Tourism and in Business.

5. Other notes and questions:

5.1 Why is class size limited to 20 students (the collective agreement states a minimum class size of 36)?

There are *many* classes offered at UFV with fewer than 36 students. The Collective Agreement states a MAXIMUM class size of 36. As a cohort program, consisting mainly of International students, a maximum enrolment of 20 was felt the optimal size to maximize student learning and engagement.

5.1.1 With a class size of 20, how does this affect tuition so that revenues will surpass costs?

5.1.2 Does a class size of 20 constitute a full section of workload? (or, would it be a half section workload?)

The proposal contains a budget which answers these questions.

5.2 Why are USA based textbooks used when the application of material (especially in the topics of organizational behavior, law – OH&S, and employee standards) would be to a primarily BC industry and labour force. Will there be supplemental material (e.g. BC standards) used in teaching the courses?

Yes.

5.3 The title of one course, "E-Business and Technology Systems" can be construed as misleading. Based on the content topics presented for the course, a more accurate title could be, "*Hospitality Information Systems*" (it is noted that the text for this course is entitled, *Hospitality Information Systems and E-Commerce*).

The course may change text books at the instructor's discretion, so the name should be as broad as possible.

5.4 Most of the learning objectives are stated in terms that reflect the lower levels of Blooms taxonomy of learning domains (e.g. "describe, identify, recognize"). If indeed the courses in the program are to be reflective of a **post-degree** credential, using upper level courses, the learning objectives should reflect this, and not be using levels that would be more in line with introductory or first-year courses.

This is not a post-**graduate** credential; it is a post-degree credential. It is designed to introduce and prepare people with degrees in other areas to work in this industry. In the proposal from Business currently available for Campus-wide Consultation, lower level courses are used for a similar post-degree credential, with no alteration in their learning outcomes. No program-level outcomes are offered in the Business proposal at all, while program outcomes have been carefully considered for the Hospitality program and courses aligned with outcomes. If you think post-degree certificates should consist of graduate level courses, then your own certificate requires extensive revision. However, certificates are not graduate programs. They allow a student to specialize in an area of interest, not become graduate level researchers in that area.

Likewise in the *Hospitality Operations* course, there is an absence of the affective domain of Bloom's taxonomy. The rationale for the course states, " curriculum emphasizes the importance of Aboriginal history and culture to our tourism product, the importance of authentic representation of the history and culture as well as respecting and understanding of Aboriginal people, their traditions and values." There needs to be inclusion of affective domain learning objectives.

How is the rationale for the course related to the learning outcomes? Are you suggesting another learning outcome be added to the ones already listed? If so, what do you suggest?

There are many other areas for comment; however, I will end here and let others add their voices to the proposed program and new courses.

This program has been favorably reviewed by the industry, through consultations, and through LinkBC, and by the head of a related Master's program. The proposal reads:

*While the certificate is not designed to ladder into another credential, it is anticipated that students who wish to pursue a Tourism/Hospitality Management Degree will be able to negotiate individual transfer credit towards a related degree by combination of their undergraduate program and the Hospitality and Event Post-Degree Certificate. Royal Roads University (RRU) has given this proposal an initial review and*

*indicates that the program looks comprehensive and would ladder into RRU's MA Tourism Management program (Dr. Brian White, Director, School of Tourism and Hospitality Management). A detailed review will take place in late November of this year and calendar copy can be updated at that time.*

Given that extensive consultations with industry representatives, other tourism programs, and a graduate school in the discipline have been favorable, and the program learning outcomes accepted by all these parties, they should not now be altered without more substantive concerns than an unspecific reference to Bloom's taxonomy of learning domains.

#### 6 Concluding comments

The intent of the above is to create a more rigorous program; one that is reflective of post baccalaureate learning. Hopefully the comments will aid in doing so. It is indeed, the desire of the School of Business to assist in this. While there can be many solutions to meet the questions above, one such suggestion is that Hospitality and the School of Business work together, in partnership, to develop and deliver a post-degree certificate that would be attractive to the international audience it is targeting. Areas where the School can assist would be in providing content and delivery expertise (we have that now in the current business courses that are 'mirrored' in the new courses being proposed).

There is the risk of proposing a program containing redundant courses outside of a decanal area. It would be preferable to work, in partnership, to deliver the program (and it would be impressive to see a partnership of International Education, Hospitality and the School of Business – three areas, crossing Faculties, working together to deliver a product).

The program being proposed is a re-packaging of an existing program in an existing academic faculty. The existing curriculum has been approved by Senate, and the program has run successfully for some time. No partnership or further development is required in this case. It has been carefully planned to meet the needs of international students with little or no background in tourism who wish to work in the Canadian or their own national industries. International Education is fully supportive, and expects the Certificate to enroll fully. The courses are not redundant, and the curriculum reflects current standards for instruction in Tourism programs.

Tourism programs are not typically offered within Business Schools. However, collaboration on future programming would be welcome, particularly if faculty members in the School of Business have a particular interest and expertise in Tourism.

Respectfully submitted  
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**University of the Fraser Valley**

**Bachelor of Media Arts  
Program Proposal**

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**Bachelor of Media Arts, University of the Fraser Valley****1. Executive Summary****a. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study**

The proposed credential is a Bachelor of Media Arts with concentrations in Performance, Writing and Publishing, Interactive Media Programming, Interactive Media Production Management, Digital Art, and Screen Studies.

**b. Location**

Particular courses will be available at all three major campuses, but the degree will be offered primarily in Abbotsford. Students who want a large number of Graphic and Digital Design courses may have to travel to Mission; students wanting to specialize in Performance will have to travel to Chilliwack for some courses.

**c. Faculty(ies) or school(s) offering the proposed new degree program**

The degree has been created through five years of collaboration between English, Media and Communication Studies, Communications, Computer Information Systems, Theatre, and Visual Arts. The College of Arts (Social Science and Humanities) and the Faculty of Science are thus involved in the creation of the degree and in offering courses. It will be housed in the College of Arts.

**d. Anticipated program start date**

The program can be implemented immediately upon Ministry approval.

**e. Anticipated completion time in years or semesters**

The degree requires a minimum of 122 credits. A student taking 5 courses per semester could complete the degree in 4 years.

**f. Summary of proposed program**

*Aims, goals and/or objectives of the proposed program*

The Media Arts degree has been created to prepare people to create content or software, or to manage production, for the emerging digital economy.

Companies focused on digital content creation, comprising what is referred to as the digital media sector in Canada, now number over 3000, producing games, digital animation and film, eLearning, interactive design, web development, and mobile content. In every industrial sector, however, digital media content creators are in high demand (e.g. public relations practitioners within major industries), making the final calculation of employment for digital content creators far larger than what the 'digital sector' can account for.

Growth of digital content in Canada is mirrored around the world, with annual revenues in gaming alone exceeding the combined revenues of traditional film and television production.<sup>1</sup>

<sup>1</sup> PricewaterhouseCoopers, **Global Entertainment and Media Outlook**, June, 2010, cited in *The Vancouver Sun*, Wednesday, June 16, 2010, D2



The digital sector is growing 11% a year. Internet advertising is growing in Canada at an annual rate of 11.7%, reflecting global trends in advertising.<sup>2</sup> Newspapers are moving to the Internet, along with the advertising industry, the film industry, and retail business.<sup>3</sup> Consequently, UFV has made expansion of its digital media programming a priority.

The Fraser Valley is in a good position to develop digital media companies, as it is located adjacent to Vancouver, a major centre for content production, but has lower space costs. Vancouver, along with Montreal and Toronto, is a hub for gaming, film and mobile content creation. According to the president of DigiBC, Howard Donaldson, BC is a heartland of digital innovation, and is already a leading global centre, particularly in animation and special effects, web 2.0, wireless applications, and video games.<sup>4</sup> There are over 1150 digital media companies in BC alone, employing over 16,500 people producing games, digital animation and film, eLearning, interactive design, web development and mobile content.

Most media and wireless companies in BC (89%) are concentrated in the Lower Mainland and Southwest region of the province.<sup>5</sup> There are 167 graphic and digital design companies alone in the UFV region, and countless more devoted to other aspects of digital production. These companies, and other potential new companies, require a skilled workforce, and the creation of this program will both serve this need and attract new industry to the Valley. The new creative industries offer employment for local people which does not require them to leave their homes in the Valley or commute to Vancouver, saving our air shed and building a local cultural and business base here for local people.

Training programs for workers, whether in the Valley or in Vancouver, are not currently adequate to meet the demand for a skilled workforce. Available training programs are typically narrow and skill- focused. However, employees in the digital media and wireless industry in BC tend to be highly educated. Almost all have post-secondary education, and two-thirds hold an undergraduate or graduate degree. Some sectors are not currently able to meet their requirements for qualified employees. As a result, BC companies recruit almost a third of their employees from outside Canada; in the animation and visual effects sector, this rises to more than 50%.<sup>6</sup> An education strong in traditional visual arts and technical skills, such as the UFV Media Arts degree, provides employers with well-qualified employees, and will also encourage the kind of innovation and experimentation that the sector requires to grow and prosper.

The degree assumes that students preparing to work in these industries need the traditional creative and critical skills provided by a good arts degree, strong skills in digital media, and a critical awareness of their own responsibilities as creators. While the shape of this degree is innovative, it preserves the desirable features of a liberal arts education in its focus on social responsibility and personal accountability. Courses focused on the social context and effects of digital content and distribution, courses in ethics and policy, and courses requiring responsible work in creative teams, ensure that students are well-prepared to be responsible and reliable workers. The degree prepares students for the emerging digital economy with a broad education which will permit them to respond rapidly to new occupational demands.

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<sup>2</sup> PricewaterhouseCoopers, **Global Entertainment and Media Outlook**, June, 2010, cited in *The Vancouver Sun*, Wednesday, June 16, 2010, Section D, p2.

<sup>3</sup> Lorimer, Gasher, and Skinner. 2008. **Mass Communication in Canada**. Toronto: Oxford University Press.

<sup>4</sup> Howard Donaldson, President of DigiBC and founding member of BC Interactive, **The Digital Media Industry Will be a Growth Engine for BC**, Vancouver sun, September 28, 2011.

<sup>5</sup> PriceWaterhouseCoopers, 2010, **BC Digital and Wireless Survey**, Digital Media + Wireless Association of BC.

<sup>6</sup> PriceWaterhouseCoopers, 2010, **BC Digital and Wireless Survey**, Digital Media + Wireless Association of BC.

*Anticipated contribution of the proposed program to the mandate and strategic plan of the institution.*

The Bachelor of Media Arts is identified as a very high priority in the UFV Education Plan. Please see page 21 of the plan, which can be found at <http://www.ufv.ca/Assets/Senate/Proposals+at+Senate/2011+-+2015+Education+Plan.pdf>

It is also closely aligned with the goals of the Strategic Plan, which states that “UFV will be a leader of social, economic, and environmentally-responsible development in the Fraser Valley.” Providing training for the emerging digital industries fits very well in the economic development plans of all the municipalities in the University region, and has been supported by local mayors, planners, and businesses. Links to the economic development plans of the municipalities in the region may be found on their websites. Abbotsford, Chilliwack and Mission all refer to the development of digital industries, particularly film. Letters from local planners and mayors may be found in Appendix 2.

*Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program;*

Most of the jobs in the emerging digital media market do not yet have occupational titles, reflecting the very rapid development of digital applications over the last two decades in almost every field. The new creative economy has a need for digital creators within several sectors. A key attribute that potential employees must bring to this market is the ability to learn rapidly in a variety of fields. To do this, they need a broad and general understanding of the potential of digital technologies. Teaching particular software programs is far less important than teaching students fundamental skills in the creative arts, and teaching them how to learn on their own. As a local interactive media producer told us, teaching specific software is “teaching the obsolete”.<sup>7</sup> Students need to learn the basics of computing and digital design, and the skills to work in creative teams. They need to know the traditional techniques and strategies of the creative disciplines, and they need to know how to learn on their own. The Media Arts degree is designed to build these skills.

Learning outcomes were developed through consultation with employers and people currently working in the field; we also studied sector reports describing the skills gaps in the industry.<sup>8</sup> A good deal of literature is available describing skills gaps and employer needs, as organizations working within the industry have prepared profiles of both employee requirements and recommendations for skills education. Core courses required by the program, in conjunction with general breadth and depth requirements, and the requirement for the development of knowledge of both technique and theory, ensure that these objectives are met.

The program emphasizes the need for practical experience, as this is required by employers in any field, but particularly this one. Students will complete a portfolio course within the first two years of study to identify their skills, and identify gaps. The course will permit them to understand how they fit in a creative team, and how to market their skills in an industry where teamwork and creativity are required. They will also learn how to fill in gaps in their own experience and education.

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<sup>7</sup> Bill Henderson. OffLoad Studios. December 3, 2008.

<sup>8</sup> The developers have relied on data, for example, from the Cultural Human Resources Council, such as the February 2009 report entitled **Training Gaps Analysis: Interactive Media Producers**, Government of Canada Sector Council Program and Industry Canada.

They will work together in a creative team in one of the core courses (Theatre 111) to develop an awareness of the need to work with their particular skills to support a larger project; this learning is reinforced in many other courses where team work is emphasized, culminating in two large project courses where students put their skills to work for a community organization (MACS 401 and 402).

Several of the courses students may choose require community project work and practical experience. They may also, if they wish, do a cooperative education term or an internship; credit may be applied directly to the degree. Students will be encouraged to take advantage of every opportunity to improve the portfolios they will present to potential employers.

*Potential areas/sectors of employment for graduates and/or opportunities for further study*

Areas of employment include creative work in any environment where communication is based in the digital media. Such areas include publishing, journalism, art, advertising, games, e-commerce, web design, animation and many other related fields. Emerging occupations in this field can be found in almost any industry.

The BC digital media industry continues to grow and attract new entrants, with a third of the companies (as of 2010) operating for less than two years. Companies in most sectors of the BC industry expect to grow revenues in the coming year, and more than half expect to increase employment by more than 15%. Annual revenues in the digital media companies in BC exceed \$3 billion dollars. This figure does not include revenue generated by other companies who contract with local firms to create digital content, and does not include the divisions of companies in other industries which produce digital content.<sup>9</sup> A selection of recent ads for graduates of this degree can be found in Appendix 4.

*Delivery methods*

Courses will be delivered in the standard classroom, lab, or studio-based format, depending on the discipline. However, short courses covering particular elements of the program, such as animation, may be offered in intensive summer sessions designed to serve industry professionals. Practicum and coop and internship opportunities are available throughout the program, as well as possibilities for study abroad. Some courses are offered online, and students may select these if they suit their needs, but they will have to come to the campus for some artistic practice courses that require studio work.

*Program strengths*

The program draws on a wide range of expertise from many disciplines, providing considerable flexibility to students in designing a program to serve their particular needs. The program plan permits students to focus on a particular area of expertise within the larger field of digital content creation. A student could, for example, specialize in digital costume design, or e-marketing. However, the program also requires depth in both theory and artistic practice, and a breadth in electives, to ensure students leave with a sound general education alongside an understanding of the digital industries. With this background, they can shift to new kinds of employment in a rapidly changing environment without the problems they might have with a more narrowly focused credential.

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<sup>9</sup> PriceWaterhouseCoopers, 2010, **BC Digital and Wireless Survey**, Digital Media + Wireless Association of BC

Another strength of the program is that it offers a path forward to a degree for students who have taken more narrowly focused credentials, or are self-taught. Prior experience with digital media will be recognized through PLAR, allowing practitioners currently in the field to upgrade short programs or industry training to a degree level. This is a significant strength because degree-level education is increasingly required, both to qualify for positions, and to navigate the complex demands of industries which are changing very rapidly.

Finally, this degree, while offering a substantial new option for students at UFV, has used resources very efficiently. Almost all the courses exist currently at UFV. Following a five-year period of curriculum development, new or revised courses focused on digital skills or theory have been integrated into the curricula of all six existing departments. Only two new capstone courses are proposed. Thus UFV can offer a substantial new option for students through innovation and curricular improvement rather than a large investment in a completely new department. Furthermore, the curriculum reform has benefited all the participating disciplines by bringing their offerings into the digital age. All the contributing programs are long established, and offer degree-level credentials, and all courses have gone through the rigorous process of course approval within the departments and through faculty curriculum committees.

*An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system*

The program has been reviewed by several experts in the digital media field, and has been received with enthusiasm. The curriculum development followed wide consultation among local digital media practitioners and with local mayors and community planners, and is widely supported. The program is also supported by local cultural organizations and businesses which appreciate the opportunities created by a lively local cultural community and a skilled local labour force. A list of consultations and letters of support may be found in Appendix 2.

Admission to three immediately relevant graduate schools at SFU (Master of Digital Media, Master of Communication, Master of Arts or Master of Science in the School of Interactive Arts and Technology) for qualified graduates has been explored, and good students from the Media Arts degree will be welcomed for graduate-level study. People responsible for admissions in all three programs have assured UFV that the program is an excellent preparation for graduate school. Letters from representatives of potential graduate schools may be found in Appendix 2.

As the courses for the degree already exist, transfer agreements through BCCAT are already in place. As mentioned previously, PLAR will help people with training program credentials or industry experience gain access to a degree. A committee of faculty teaching in the program will assess students for PLAR credit. Agreements will be sought with private and public sector institutions which offer short programs to permit students to transfer easily with as much credit as possible for skills they bring with them.

*Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.*

No other degree program with a similar scope exists in the Fraser Valley. There are some short programs (please see Appendix 3) which focus on the development of particular skills, and the School of Interactive Arts and Technology at SFU Surrey.

The School of Interactive Arts and Technology at SFU Surrey (SIAT) offers a degree with three optional concentrations - Infomatics, Media Arts, and Design. UFV, on the other hand, combines several creative disciplines (visual arts, photography, film, theatre, creative writing) with digital applications, and thus focuses on creative expression in the arts using traditional creative disciplines for foundational skills. The SFU program focuses on design and technical skills in the digital media, concentrating on the particular forms emerging from digital expression.

The two programs offer different possibilities to students, and in discussions with faculty from SFU, we anticipate that students may wish to take courses at one institution to supplement what they can get at the other if the particular combination of skills they seek crosses institutions. SFU Surrey, for example, cannot offer the range of creative arts courses that UFV can, but SFU can offer some design and advanced courses in digital skills that UFV cannot currently offer. Such a partnership, which would be of benefit to students, is welcomed by both institutions (for a letter to this effect, please see Appendix 2). UFV has a history of collaboration with SFU, and particularly in the Media Studies area. One of the first block-transfer programs in BC was established between the Media and Communications Studies program at UFV and the Communication program at SFU.

One example of a partnership between the two institutions is developing with respect to the Master of Digital Media, where students from UFV have been invited to join creative teams at SFU to work on particular projects, and get a valuable experience of graduate school. As both programs develop, more opportunities will certainly arise for students from both campuses. In the meantime, SFU has been invited to recruit graduate students from our existing programs, and many students are very interested.

The largest single difference between the programs, however, is location. Students in the central and upper Valley do not have easy access to SFU Surrey, either geographically or in terms of seats available. They would prefer a UFV-based program. Enrolment in degree-level digital media programs is expanding rapidly as it becomes apparent that education is required beyond the short training programs that have existed in the past. Both SFU and UFV can easily fill program seats with qualified and eager students, and cooperate to provide a wide range of distinct program possibilities.

Student demand at UFV is strong. A student survey was undertaken to gather student comments and demonstrate interest in the program (please see Appendix 1). The survey response was very positive, with 452 students interested in the degree out of 1032 surveyed. The UFV student Society has emphasized the importance of having a degree program in Media Arts at UFV, convenient for students in the central and upper Valley, and their letter can also be found in Appendix 2.

**Names and disciplines of the Program Working Group:**

Bruce Kirkley, Chair (Theatre)

John Carroll (English)

Tetsuomi Anzai (Visual Arts)

Cheryl Dahl (formerly Media and Communications Studies; Program Development Coordinator)

Paul Franklin (Computing Information Systems)

Eric Spalding (Media and Communication Studies)

David Thomson (Communications)

Former members:

Jacqueline Nolte (Visual Arts; Dean, College of Arts)

Ora Steyn (Computing Information systems; Acting Dean, Faculty of Science)

Ian Fenwick (Theatre)

Lynn Kirkland-Harvey (Communications)

The program will be housed in the College of Arts.

## **2. Degree-Level Standard**

The Bachelor of Media Arts is a result of collaboration between the disciplines of English, Communications, Media and Communication Studies, Visual Arts, Computing Information Systems, and Theatre. All courses required for the degree have been approved by the relevant departments and faculties, and by the UFV Senate, and are appropriate for the level of study indicated.

### Depth and Breadth of Knowledge

The proposed Bachelor of Media Arts includes a core of courses designed to satisfy a set of defined learning objectives. These objectives are outlined in detail below. All students, regardless of their specialization, must take these core courses. The core is designed to ensure that students leave the degree with critical skills for the workplace.

Beyond the core, the curriculum of the degree, whether taken as a general degree or with a concentration, includes a balance of theory and practice courses across a variety of disciplines. Media and Communication Studies courses, required of all students, are intrinsically multi-disciplinary, and offer historical and critical perspectives. They focus on the social dimensions of the shift to digital information, and the responsibilities of those who work in the industry. Other theory-oriented courses offer other critical perspectives. Creative practice is taught from the perspectives of several disciplines, providing students with a well-rounded set of creative tools, and an appreciation of the roles of team members in creative teams. Students are required to take a variety of creative-practice courses.

### Knowledge of Methodologies and Research

This degree focuses extensively on the application of skills to creative projects. In this respect, the degree is similar to a BFA degree. The courses cover a wide range of creative projects, and students will learn the methods appropriate to each. Creative research, defined as the information-gathering necessary to engage in artistic practice, is stressed.

In addition, traditional research skills are developed in the theory courses. In particular, media analysis expertise is developed in the Media and Communication Studies courses, which focus on research related to media reception and production.

### Application of Knowledge

In the “practice” courses, students will be asked to apply their knowledge to particular creative projects, including making judgments related to the law, to media ethics, and to social effects. The creative practice courses all stress the production of creative work.

To ensure that students can work in a creative team – a requirement of the new creative industries – a set of two capstone courses requires them to participate in a community-based project with other students. Each student will play a defined role, and contribute to a larger project. Several other required courses also require students to work in creative teams (e.g. THEA 111), preparing them for the new kind of working environment typical of the digital industries.

### Communication Skills

Communication skills lie at the heart of this program. Students will be taught to communicate ideas in several media, to communicate about their projects with employers and clients, and to communicate effectively with other team members. They will take courses in visual communication, print

communication, business communication, virtual communication, graphic communication, performance, and communication theory.

#### Awareness of Limits of Knowledge

This degree requires students to work collaboratively with others to create a product together, utilizing the skills of each, and several courses address this skill. They must learn to trust other members of a team, to be reliable, consistent, and steady contributors. They must, above all, recognize when they cannot do what is required, and find a way to integrate the knowledge someone else brings into their work. A required core course calls for each student to prepare a portfolio highlighting their skills, and to reflect on the skills they need to develop or ask other creators to provide.

#### Professional Capacity/Autonomy

Students in this program take several courses to build transferable skills, including basic courses in computing and artistic practice, communication, and teamwork. In a field changing as rapidly as the digital media, it is critical to give students a broad and flexible curriculum so they can change direction, relying on solid basic skills to do so. By stressing the necessity of teamwork skills, the program encourages students to interact in a responsible way with others, a set of skills critically important in a sector that extensively utilizes team projects. In the required practice and theory courses, students must demonstrate not only that they can actually perform in a creative team, but also that they understand the nature of their industry and the need for a high level of personal accountability.

### **3. Credential Recognition and Nomenclature**

“Media Arts” is a widely recognized designation for degrees which offer students preparation for creative work in the digital media. The degree is structured to provide the depth and breadth normally required of a Bachelor of Arts degree.

### **4. Curriculum/Program Content**

The learning outcomes for this program are listed below. Each objective is followed by a list of courses selected to meet the objective. These courses are required of every student in the program. In addition, each objective is met by a careful selection of practice and theory courses from which students may choose, and these are listed under the requirements for the program and each concentration.

Graduates of the Media Arts program will:

1. Demonstrate a solid grasp of one or more artistic/creative practices, including the creation of work which integrates existing and new forms of knowledge, existing and new forms of practice, existing and new venues, production, and display spaces. (MACS 221, VA 271 or CIS 145 or GD 157, CMNS 175, AH 101 or 102, and a broad requirement for several artistic practice courses)
2. Demonstrate these practices on a digital platform. (CIS 110, VA271 or GD 157 or CIS 145, CMNS 175, MACS 401 and 402, plus a variety of digitally-based artistic practice courses)
3. Demonstrate an understanding of the evolving new media industries, and identify the drivers of change in these industries. (CIS 110, MACS 130, MACS 221, MACS 350, MACS 460 or 334)
4. Compete successfully for employment in the new media industries. (CMNS 175 and 200, MACS 460 or 334, MACS 350, MACS 401 and 402)
5. Critically evaluate their role as content creators, and understand the social impact of their work. (MACS 130, 221, 350, 369, 460 or 334, AH 101 or 102 or FILM 110 or 120; theory options)

6. Demonstrate knowledge of the basic skills required to run a small business in this sector, including skills in project management, labour management, client relations, marketing and financial planning. (BUS 100, CMNS 200, MACS 350, CMNS 365 or VA 360)
7. Manage self-employment, and in particular work to deadlines, develop work/life balance, manage project-based income, and manage stress. (THEA 111, CMNS 200, MACS 350, 401 and 402)
8. Have the ability to make the case for funding sources for their work in oral or written presentations. (ENGL 105 or ARTS 100 or CMNS 155, CMNS 365 or VA 360, CMNS 200, MACS 369)
9. Employ knowledge of media law to avoid legal issues, protect their own intellectual property, and respect the intellectual property of others. (MACS 130, 369)
10. Make decisions within the framework of media ethics. (MACS 130, 369)
11. Work productively in a creative team. (THEA 111, MACS 401 and 402)
12. Develop networks of other content creators to assist with future professional production. (THEA 111, MACS 401 and 402, MACS 350, MACS 221, CMNS 175)
13. Communicate with a high level of proficiency in both visual and text media. (ENGL 105 or ARTS 100 or CMNS 155, CMNS 175, CMNS 365 or VA 360, required artistic practice courses)
14. Independently master new software and new technologies. (CIS 110, CMNS 200, MACS 401 and 402, artistic practice course)

#### **Core Courses Required of All Media Arts Students**

##### **BUS 100: Introduction to Business**

*Prerequisite(s):* None

This course introduces students to basic business concepts and processes, and to the major issues involved in the management and administration of organizations. Topics covered include the Canadian business system, the Canadian economy, and the business functions of production, management, finance, and human resource management. The course is designed for students with minimal experience in basic business terminology and practices. It is highly recommended that students take this course in the first semester of study.

Students with BUS 102 cannot take BUS 100 or BUS 202 for further credit.

##### **CIS 110: Computerized Business Applications and MIS**

*Prerequisite(s):* Competent in computer skills - see "CIS Required Skills" section on the CIS department website for details. This course covers skill development, understanding, and application at an advanced level of word-processing, spreadsheets, presentation software, and databases integrated with an introduction to Management Information Systems (MIS). Emphasis is on problem solving and integration of software applications within a MIS context.

Note: This course is offered as CIS 110 and BUS 160. Students may take only one of these for credit.

##### **MACS 130: Mass Communication in Canada**

*Prerequisite(s):* None

*Co-requisite(s):* None

This course examines mass media industries in Canada, such as television and the press; the political, economic, legal, and geographic factors that have shaped them; and the effects of these industries on Canadian political and cultural life. Recent developments in digital and interactive media are also considered

#### **Requirement: VA 271 or GD 157 or CIS 145**

##### **VA 271: New Media I: Introduction to Electronic Media**

*Prerequisite(s):* None; one of VA 113, VA 115, or VA 116 is strongly recommended.

This course offers an introduction to the language, content and methods of audiovisual new media art. Students are introduced to concepts, techniques and strategies for the design and composition of new media artworks. These works are interdisciplinary in nature and grounded in cultural practices that will be explored during the course. Concepts grounding new media such as collage, database form, time-based composition (motion graphics, animation, sound), integration of image and sound compositions, and new approaches to presentation and projection will be explored. The overall objective of the course is to develop skills in hands-on production in the context of an understanding of the basic forms and discourses of contemporary media art practice.



**GD 157: Digital Design Media I**

*Prerequisite(s):* None

This course introduces digital design applications for image making in both vector and raster formats. Content driven projects combined with workshops will focus on creating images for different types of media and using the right tool for the right task.

**CIS 145: Web Publishing**

*Prerequisite(s):* Competent in computer skills - see 'CIS Required Skills' section on the CIS department website for details.

In this course, students will design, organize, publish, and maintain a basic website using HTML. They will also learn scripting, how to apply multimedia plug-ins, and cascading style sheets. This course is intended for students with no prior knowledge of HTML.

**ENGL 105 or ARTS 100 or CMNS 155**

**ENGL 105: Academic Writing**

*Prerequisite(s):* see calendar

A workshop for students who want to improve their ability to read and write non-fiction prose. Selected readings from an essay anthology help introduce the principles and practice of writing clear and effective sentences, paragraphs, and essays. Students who are not fully confident of their essay-writing ability are strongly advised to take this course before they embark on other UFV courses which require essays.

**ARTS 100: Home and the World: An Interdisciplinary Introduction to University Studies**

*Prerequisite(s):* Admission to the Media Arts degree program, plus the prerequisites for ENGL 105.

In this interdisciplinary course, instructors guide you in exploring a theme from a range of perspectives: practical and theoretical, imaginative and analytical, contemporary and historical, global and local. The lectures, seminars, and tutorials in ARTS 100 will help you to develop skills in critical reading, research, writing and participation in dialogue. ARTS 100 may include field trips.

Note: This course meets the writing and the reasoning requirement for the Bachelor of Arts and the Liberal Arts Diploma. It is worth 9 credits, the equivalent of 3 courses. In determining maximum permissible course loads, ARTS 100 will count as 3 courses.

**CMNS 155: Introduction to Workplace and Academic Communication**

*Pre-requisite(s):* see calendar

This course will introduce the student to the theory and practice of academic writing and professional communication. The academic writing emphasizes research strategies, essay structure and coherence, and citation/documentation. Workplace communication focuses on direct, indirect, and persuasive messages, document design, and presentations.

Note: This course is accepted for meeting the UFV Bachelor of Arts writing requirement or as an elective in the BA program.

**CMNS 175: Writing for the Internet**

*Prerequisite(s):* see calendar

This course is an introduction to the theory and practice of writing for the Internet. Students will study the particular challenges posed by online communication, and explore approaches and technologies that make possible effective communication to a networked audience.

**CMNS 200: Introduction to Portfolio Development**

*Prerequisite(s):* see calendar

This course provides students with the opportunity to develop a learning portfolio and improve oral presentation skills. The course will focus on reflective writing approaches, individual thinking processes, learning principles, as well as designing portfolios for future audiences, developing individual and group oral communication abilities, and creating the learning portfolio. Students will create a written and/or electronic portfolio using a process that will include reflection on formal learning, work, and life experiences.

**Requirement: AH 100 or AH 102 or FILM 110 or FILM 120**

**AH 100: History of Art and Culture in a Global Context**

*Prerequisite(s):* None

This course will introduce students to the study of visual art and visual culture in a global context. Thematic approaches to the art of various cultures will encourage students to appreciate distinct cultural traditions while also considering connections and cross-fertilization between cultures. Some reference will be made to Indigenous Art in British Columbia.

**AH 102: History of Western Art: 1400 to the Present**

*Prerequisite(s):* None

This course, which is best taken as a sequel to AH 101, continues to explore art and architecture in a social context from the renaissance to the contemporary era. The course focuses on understanding how artistic production changed in the centuries leading up to the modern era as well as the radical re-definitions of art that occurred in the 20th century. Gallery visits supplement classroom experience.

**FILM 110: Introduction to Cinema**

*Prerequisite(s):* None

This course is an introduction to the historical development and fundamental principles of film as a creative medium. Students

will develop the skills to critically analyze various film genres as a form of cultural communication. The course will entail the screening and discussion of Classical Hollywood films, documentary, independent, and experimental films from North America.

**FILM 120: The History and Aesthetics of World Cinema**

*Prerequisite(s):* None

This course will examine selected developments in cinema from the 1940s to the present. Emphasis will be placed on various film styles, cultural contexts and critical practices of national cinematic movements. A series of foreign films will be screened during class, accompanied by lectures and discussions.

**MACS 221: Media and Audiences**

*Prerequisite(s):* None

This course provides an introduction to the field of cultural studies, particularly as it relates to contemporary popular culture. Writers in cultural studies take a critical look at the mass media and their audiences. How do media and audiences affect each other, and how does this relationship make for a better or a worse society?

**THEA 111: Acting I**

*Prerequisite(s):* None

An introduction to the technique and craft of acting, focusing on the development of the actor's internal and external resources to realize character as action.

**Requirement: CMNS 365 or VA 360**

**CMNS 365: Grant and Proposal Writing**

*Prerequisite(s):* 45 university-level credits and one of: CMNS 125, 155, 175, or ENGL 105

Grant and proposal writing for fundraising, job creation, or professional purposes is the backbone of many for-profit, non-profit, and consulting organizations. In this course, students will write grants for fundraising and development purposes and will respond to RFPs (requests for proposals). The elements of making a persuasive case in written form will be the focus of this course. Students will learn how to create memorable and effective grants, proposals, letters of intent, and cover letters. Students will learn how to write and design a memorable case document; how to effectively research potential donors or employment contracts; how to prepare a budget for an RFP or fundraising proposal; and the ethical dimensions and dilemmas of craftsmanship and stewardship.

**VA 360: Professional Development and Practices**

*Prerequisite(s):* 45 credits including 15 Visual Arts credits

This course offers an introduction to both the broad principles of building a professional practice, and to the specific practices found in the worlds of visual art. After grounding in the basics of business correspondence and composition, students will investigate the broad range of skills important to succeeding as a professional artist or in related occupations and fields. Some critical and contextual elements of the dynamic between the creative aspect of an artist's or designer's practice and the sometimes more industry-driven institutional desires and demands will also be explored.

**MACS 369: Media Law and Ethics**

*Prerequisite(s):* 45 university-level credits, including three credits of CMNS or MACS

Knowledge of ethics and the law can assist media professionals in their day-to-day duties. Moral values like fairness, respect and truthfulness can guide them in their decision-making. Familiarity with the law as it applies to copyright, defamation and other areas can help them assess the limits of what they can and cannot do. This course provides an introduction to legal and ethical issues as they apply to the media.

**MACS 350: Critical Studies in Digital Media in Canada**

*Prerequisite(s):* MACS 110 or 130 required. MACS 230 recommended.

Canadians are among the most connected people in the world. The new digital media environment has transformed the old media and has created new centres of production, new forms of expression, new audiences and new communities. This course covers the critical debates in the emerging field of new media studies, focusing on the forms of computer-mediated communication that have emerged since the late 1980s. The shape and character of the digital media industries in Canada are examined, along with the ways in which they have changed how content is created. The course also addresses the question of how traditional freedoms of the press and individual artistic expression fare in this new "borderless" world.

**Requirement: MACS 460 or MACS/SOC 334**

**MACS 460: Issues in the Information Society**

*Prerequisite(s):* 45 credits, to include at least nine credits of SOC and/or MACS, or permission of instructor

Disciplinary focus: MACS, SOC

This course explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relationship to a variety of social issues such as the changing of nature of work, individual identity formation, social roles, democracy, privacy, and community.

**MACS/SOC 334: Cultural Policy**

*Prerequisite(s):* 45 credits

This course examines public policy in Canada as it relates to culture. It explores government involvement in such areas as radio and television broadcasting, multiculturalism, pornography, and aboriginal media.

Note: This course is offered as MACS 334 and SOC 334. Students may take only one of these for credit.

**MACS 401: Media Arts Integrated Project I**

*Prerequisite(s):* All the required core courses and 90 completed credits of the Media Arts Degree.

This is the first course of a two-course capstone project for the Media Arts Degree. Students will apply their skills to a team-oriented project in a creative environment and/or business venture related to media arts. The creative team approach is integral to this experience. Students may have the potential to work with local businesses or industries on this project.

Students in this course, working as group members in a creative team and consulting with a faculty advisor, will develop a detailed project proposal related to media arts. Once the proposal is approved, students will take 401, working in the same creative team and consulting with the same faculty advisor, and will implement their approved project.

*Note:* 401 is normally offered in the fall semester and 402 follows in the next semester. 401 and 402 must be taken in the same academic year.

**MACS 402: Media Arts Integrated Project II**

*Prerequisite(s):* MACS 401 must be taken in the same academic year

This is the second course in a two-course capstone project for the Media Arts Degree. Students will apply their skills to a team-oriented project in a creative environment and/or business venture related to media arts. The creative team approach is integral to this experience. Students may have the potential to work with local businesses or industries on this project.

Students in this course, working in the same creative team as in 401 and consulting with the same faculty advisor, will implement their approved project.

*Note:* MACS 401 is normally offered in the fall semester and 402 follows in the next semester. 401 and 402 must be taken in the same academic year. Students who complete MACS 401 in a different academic year may have to repeat MACS 401 for no additional credit.

Course outlines for core courses may be found in the UFV Academic Calendar: [http://www.ufv.ca/calendar/2011\\_12/index.asp](http://www.ufv.ca/calendar/2011_12/index.asp).

**Bachelor of Media Arts Requirements – No Concentration**

**Calendar Introduction:** The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. Students may enroll in the general degree and craft a program to meet their individual interests, or may select one of the concentrations available. The advice of an advisor in course selection is highly recommended. Students graduating with the general Media Arts degree will be granted a Bachelor of Media Arts, while students satisfying the requirements for one of the concentrations will receive a Bachelor of Media Arts with the concentration noted. For example, a student meeting the requirements for Digital Art will receive a Bachelor of Media Arts (Digital Art).

The general Bachelor of Media Arts requires the core courses described below, plus a selection of theory and creative-practice courses. No course may count toward more than one requirement, and students must complete a minimum of 120 credits to qualify for the degree.

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 the general degree or degree with concentration have been met. Up to 6 credits earned in the Co-operative Education program may be applied to the degree.

*Note:* Students planning to take CIS courses in either the general degree or one of the concentrations should consider the Mathematics pre-requisites for many of these courses.

**YEARS 1 & 2**

| COURSE  | TITLE                    | CREDITS |
|---------|--------------------------|---------|
| BUS 100 | Introduction to Business | 3       |

|                                       |                                                                                        |              |
|---------------------------------------|----------------------------------------------------------------------------------------|--------------|
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                             | 3            |
| CMNS 175                              | Writing for the Internet                                                               | 3            |
| CMNS 200                              | Introduction to Portfolio Development                                                  | 3            |
| ONE OF:                               | ENGL 105 – Academic Writing                                                            | 3-9          |
|                                       | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |              |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication                        |              |
| FILM 110                              | Introduction to Cinema                                                                 | 3            |
| MACS 130                              | Mass Communication in Canada                                                           | 3            |
| MACS 221                              | Media and Audiences                                                                    | 3            |
| THEA 111                              | Acting I                                                                               | 3            |
| ONE OF:                               | VA 217 – New Media I: Introduction to Electronic Media                                 | 3            |
|                                       | GD 157 – Primary Digital Graphics                                                      |              |
|                                       | CIS 145 – Web Publishing                                                               |              |
| <b>PLUS 3</b>                         | Lower-level theory courses chosen from at least 2 disciplines (see below)              | 9            |
| <b>PLUS 7</b>                         | Lower-level practice courses chosen from at least 3 disciplines (see below)            | 21-27        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                        | <b>60-72</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                  | CREDITS      |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| MACS 350                                 | Critical Studies in Digital Media in Canada                                            | 4            |
| MACS 369                                 | Media Law and Ethics                                                                   | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                        | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                       | 4            |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing                                                  | 3            |
|                                          | VA 360 – Professional Development and Practices                                        |              |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy                                                         | 4            |
|                                          | MACS 460 – Issues in the Information Society                                           |              |
| <b>PLUS at least 4</b>                   | General elective course from any discipline, at any level, offered in a degree program | 13           |
| <b>PLUS 2</b>                            | Upper-level theory courses (see below)                                                 | 6-8          |
| <b>PLUS 6</b>                            | Upper-level practice courses (see below)                                               | 18-24        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>60-72</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>60</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>120</b>   |

**THEORY COURSES**

| LOWER LEVEL                  |                                                  | UPPER LEVEL                                                    |                                                    |
|------------------------------|--------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------|
| ART HISTORY                  |                                                  |                                                                |                                                    |
| AH 100                       | History of Art and Culture in a Global Context   | AH 314                                                         | Arts in Context: Modernism                         |
| AH 101                       | History of Western Art to 1400                   | AH 315                                                         | Arts in Context: Contemporary                      |
| AH 102                       | History of Western Art from 1400 to the Present  | AH 316                                                         | Arts in Context: Gender, Art and Society           |
| AH 205                       | Arts Practices and Popular Culture I             | AH/FD 340                                                      | Fashion in Art/Fashion as Art                      |
| AH 210                       | Arts Practices and Popular Culture II            |                                                                |                                                    |
| COMMUNICATIONS               |                                                  |                                                                |                                                    |
| CMNS 155                     | Intro to Workplace and Academic Communication    | CMNS/ENGL 385                                                  | Language & Action: Survey of Contemporary Rhetoric |
| CMNS 180                     | Introduction to Intercultural Communication      | CMNS 430                                                       | Project Management Communication in Action         |
| COMPUTER INFORMATION SYSTEMS |                                                  |                                                                |                                                    |
|                              |                                                  | CIS 386                                                        | Human Factors                                      |
|                              |                                                  | CIS 485                                                        | Ethics & Other Management Issues in Info Systems   |
| COMPUTING SCIENCE            |                                                  |                                                                |                                                    |
| COMP 125                     | Principles of Computing                          |                                                                |                                                    |
| ENGLISH                      |                                                  |                                                                |                                                    |
| ENGL 109                     | Introduction to the English Language             | ENGL 370                                                       | The History of the English Language                |
| ENGL 115                     | Great Books: The Western Tradition in Literature | ENGL 372                                                       | Canadian English                                   |
| ENGL 120                     | Introduction to Modern Fiction                   | (ENGL Literature courses not designated as Creative Writing or |                                                    |
| ENGL 130                     | Introduction to Modern Drama                     | Rhetoric numbered 300 and above)                               |                                                    |

|                |                                                 |
|----------------|-------------------------------------------------|
| ENGL 209       | The Structure of the English Language           |
| ENGL 210       | Composition                                     |
| ENGL 263       | Life Writing                                    |
| ENGL/AH/MACS 2 | Signs and Meaning: An Introduction to Semiotics |
| MACS 267       |                                                 |
| ENGL 274       | The Rhetoric of Science                         |

**FASHION DESIGN**

|        |                    |
|--------|--------------------|
| FD 193 | History of Fashion |
|--------|--------------------|

**FILM**

|          |                                            |          |                             |
|----------|--------------------------------------------|----------|-----------------------------|
| FILM 110 | Introduction to Cinema                     | FILM 310 | Introduction to Film Theory |
| FILM 120 | The History and Aesthetics of World Cinema |          |                             |
| FILM 200 | Special Topics in Film                     |          |                             |
| FILM 220 | India on Film                              |          |                             |

**LINGUISTICS**

|          |                          |
|----------|--------------------------|
| LING 101 | Introduction to Language |
|----------|--------------------------|

**MEDIA AND COMMUNICATION STUDIES**

|               |                                      |              |                                                         |
|---------------|--------------------------------------|--------------|---------------------------------------------------------|
| MACS 110      | Introduction to Communication Theory | MACS/SOC 334 | Cultural Policy                                         |
| MACS 215      | Advertising as Social Communication  | MACS/SOC 385 | Television and Social Values: The Simpsons              |
| MACS 230      | Cultural Industries in Canada        | MACS 399     | Special Topics in Media and Communication Studies       |
| MACS/JRNL 235 | Introduction to Journalism in Canada | MACS 399C    | Rules of Play: The Cultural Significance of Video Games |
| MACS 240      | Media, Money, and Power              | MACS 460     | Issues in the Information Society                       |

**MUSIC**

|               |                                                                |
|---------------|----------------------------------------------------------------|
| MUSC 100      | Fundamentals of Music                                          |
| MUSC 101*     | Listening to Music                                             |
| MUSC 150*     | Intro to Music History – Music of the 20 <sup>th</sup> Century |
| MACS/MUSC 201 | Music and Society I                                            |
| MUSC 202      | Music and Society II                                           |
| MUSC 204      | Opera and Literature                                           |

**PHILOSOPHY**

|          |           |          |                                                    |
|----------|-----------|----------|----------------------------------------------------|
| PHIL 100 | Reasoning | PHIL 305 | Philosophy of Decision Making & Dispute Resolution |
|----------|-----------|----------|----------------------------------------------------|

**THEATRE**

|          |                                                   |               |                             |
|----------|---------------------------------------------------|---------------|-----------------------------|
| THEA 101 | Introduction to Theatre                           | THEA 305      | Theatre for Young Audiences |
| THEA 201 | History of Theatre: 19th Century to the Present   | THEA/MUSC 306 | History of Musical Theatre  |
| THEA 202 | History of Theatre: Antiquity to the 18th Century | THEA 307      | World Theatre               |
|          |                                                   | THEA 401      | Theories of Theatre         |

**VISUAL ARTS**

|        |                                        |
|--------|----------------------------------------|
| VA 360 | Professional Development and Practices |
|--------|----------------------------------------|

**PRACTICE COURSES**
**LOWER LEVEL**
**UPPER LEVEL**
**BUSINESS ADMINISTRATION**

|         |                                  |
|---------|----------------------------------|
| BUS 120 | Essentials of Marketing          |
| BUS 145 | Accelerated Financial Accounting |

**COMMUNICATIONS**

|               |                                                   |               |                                                |
|---------------|---------------------------------------------------|---------------|------------------------------------------------|
| CMNS 155      | Introduction to Workplace Communication           | CMNS/JRNL 300 | Introduction to the Practice of Journalism     |
| CMNS/MACS 212 | Basic Public Relations and Advocacy Communication | CMNS/JRNL 301 | Advanced Practice of Journalism                |
| CMNS 235      | Oral Communications                               | CMNS 312      | Introduction to Public and Community Relations |
| CMNS 251      | Professional Report Writing                       | CMNS 325      | Writing for the Sciences and Technologies      |
|               |                                                   | CMNS 335      | Advanced Oral Communication for Professionals  |
|               |                                                   | CMNS 351      | Professional Formal Research Report Writing    |
|               |                                                   | CMNS 360      | Advocacy Writing                               |
|               |                                                   | CMNS 365      | Grant and Proposal Writing                     |
|               |                                                   | CMNS 375      | Document Design, Desktop and Web Publishing    |
|               |                                                   | CMNS 390      | Designing End-User and Technical Documentation |
|               |                                                   | CMNS 412      | Communications Practicum                       |
|               |                                                   | CMNS 420      | Virtual Team Communication                     |
|               |                                                   | CMNS/ADED 445 | Facilitating Skills for the Workplace          |

| <b>COMPUTER INFORMATION SYSTEMS</b>       |                                                      |                  |                                                          |
|-------------------------------------------|------------------------------------------------------|------------------|----------------------------------------------------------|
| CIS 104                                   | Elements of Computer Information Systems             | CIS 370          | Software Engineering                                     |
| CIS 145                                   | Web Publishing                                       | CIS 385          | Project Management                                       |
| CIS 160                                   | Introductory Web Graphics & Animation                |                  |                                                          |
| CIS 162                                   | Introduction to Animation                            |                  |                                                          |
| CIS 165                                   | 3D Animation                                         |                  |                                                          |
| CIS 185                                   | Introduction to Programming using Media              |                  |                                                          |
| CIS 230                                   | Databases and Database Management Systems            |                  |                                                          |
| CIS 245                                   | Intermediate Web Programming                         |                  |                                                          |
| CIS 262                                   | Web-Based Computer Game Development                  |                  |                                                          |
| CIS 270                                   | Analysis and Design                                  |                  |                                                          |
| <b>COMPUTING SCIENCE</b>                  |                                                      |                  |                                                          |
| COMP 150                                  | Introduction to Programming                          | COMP 360         | Computer Graphics                                        |
| COMP 152                                  | Introduction to Structured Programming               | COMP 361         | Introduction to Robotics and Embedded Systems            |
| COMP 155                                  | Object-oriented Programming                          | COMP 455         | Distributed Programming                                  |
| COMP 251                                  | Data Structures and Algorithms                       |                  |                                                          |
| <b>ENGLISH</b>                            |                                                      |                  |                                                          |
| ENGL 104                                  | Intro to Creative Writing: Fiction, Poetry and Drama | ENGL 302         | Creative Writing: Advanced Short Fiction                 |
| ENGL 208                                  | Creative Writing: Screenwriting                      | ENGL 303         | Creative Writing: Writing Historical Fiction             |
| ENGL 211                                  | Creative Writing: Play-Writing                       | ENGL 311         | Creative Writing: Novel Writing                          |
| ENGL 212                                  | Creative Writing: Fiction                            | ENGL 313         | Creative Writing: Advanced Poetry                        |
| ENGL 213                                  | Creative Writing: Poetry                             | ENGL 315         | Creative Writing: Writing Children's Literature          |
| ENGL 215                                  | Creative Writing: Creative Non-fiction               | ENGL/JRNL 373    | Rhetoric: Literary Journalism                            |
|                                           |                                                      | ENGL 374         | Rhetoric: Advanced Composition                           |
|                                           |                                                      | ENGL 377         | Creative Writing: Film Adaptations of English Literature |
|                                           |                                                      | ENGL 378         | Creative Writing: Advanced Screenwriting                 |
|                                           |                                                      | ENGL 381         | Creative Writing: Playwriting                            |
| <b>FASHION DESIGN</b>                     |                                                      |                  |                                                          |
| FD 115                                    | Computer Applications for Fashion                    |                  |                                                          |
| FD 163                                    | Fundamentals of Fashion Design                       |                  |                                                          |
| <b>GRAPHIC DESIGN</b>                     |                                                      |                  |                                                          |
| GD 101                                    | Fundamentals of Design                               | GD 332           | Virtual Space Design                                     |
| GD 154                                    | Typography                                           | GD 358*          | Interactive Design for Portfolio                         |
| GD 157                                    | Digital Design Media I                               | GD 378           | Advanced Digital Imaging                                 |
| GD 158                                    | Digital Design Media II                              |                  |                                                          |
| GD 161                                    | Graphic & Digital Design I                           |                  |                                                          |
| GD 203                                    | Dynamic Media I: Motion Graphics                     |                  |                                                          |
| GD 204                                    | Interactive Design II                                |                  |                                                          |
| GD 231                                    | Dynamic Media II: Animation & Character Modeling     |                  |                                                          |
| <b>LIBRARY AND INFORMATION TECHNOLOGY</b> |                                                      |                  |                                                          |
| LIBT 145                                  | Internet Information Retrieval                       |                  |                                                          |
| <b>MUSIC</b>                              |                                                      |                  |                                                          |
| MUSC 199                                  | Ensemble Practicum                                   |                  |                                                          |
| MUSC 297                                  | Directed Independent Study I                         |                  |                                                          |
| MUSC 298                                  | Directed Independent Study II                        |                  |                                                          |
| <b>THEATRE</b>                            |                                                      |                  |                                                          |
| THEA 112                                  | Acting II                                            | THEA 311         | Acting for the Camera                                    |
| THEA 121                                  | Introduction to Technical Theatre                    | THEA 315         | Shakespeare in Performance                               |
| THEA 123                                  | Introduction to Technical Theatre II                 | THEA 352         | Playmaking I                                             |
| THEA 199                                  | Practicum I                                          | THEA 353         | Playmaking II                                            |
| THEA 211                                  | Acting III                                           | THEA 360         | Selected Topics in Theatre                               |
| THEA 212                                  | Acting IV                                            | THEA 370         | Intro to Stage Design                                    |
| THEA 215                                  | Introduction to Voice                                | THEA 399         | Practicum III                                            |
| THEA 250                                  | Introduction to Storytelling                         | THEA 450         | Directing I                                              |
| THEA 297                                  | Independent Study                                    | THEA 451         | Directing II                                             |
| THEA 298                                  | Independent Study                                    | THEA 499         | Practicum IV                                             |
| THEA 299                                  | Practicum II                                         |                  |                                                          |
| <b>VISUAL ARTS</b>                        |                                                      |                  |                                                          |
| VA 115                                    | Introductory Studio I: Material Practices            | VA/JRNL/FILM 365 | Documentary Video Storytelling                           |
| VA 116                                    | Introductory Studio II: Space, Form and Time         | VA 366           | Documentary Video Production                             |
| VA 117                                    | Introduction to Animation Drawing                    | VA 371           | New Media III – Interactive Art                          |

|        |                                               |        |                                     |
|--------|-----------------------------------------------|--------|-------------------------------------|
| VA 160 | Introduction to Video Production              | VA 372 | New Media IV – Project in New Media |
| VA 161 | Video Production II                           | VA 471 | Independent Study – New Media       |
| VA 180 | Digital Photography I                         | VA 472 | Independent Study – New Media       |
| VA 271 | New Media I: Introduction to Electronic Media |        |                                     |
| VA 272 | New Media II: Computational Media Art         |        |                                     |

### **Bachelor of Media Arts Requirements – Concentrations**

The concentration options are outlined below:

- A. Digital Art
- B. Writing and Publishing
- C. Performance
- D. Interactive Media Programmer
- E. Interactive Media Production Management
- F. Screen Studies

#### **A. Digital Art**

**Calendar Description:** The Digital Art concentration will appeal to students interested in becoming independent or freelance creative artists. Following in the tradition of Fine Arts studies, artists specializing in digital media are equipped to produce work within the context of established galleries and arts venues, but are further capable of combining and exploring alternative circuits of dissemination at the abundant intersections of culture and technology. Video screens, sound systems, the Internet, stage performances, interactive physical locations, and mobile social spaces are all activated by the imaginations of new media artists. Artists in this field work at the forefront of digital media technology, but also drive the development of new technologies and cultural interfaces. The creative, imaginative, critical, and technical capabilities of digital media artists make them valuable members of any team-based effort working across a spectrum of cultural productions in the new digital media environment.

Note: No course may be taken to meet more than one requirement.

#### **YEARS 1 & 2**

| <b>COURSE</b>   | <b>TITLE</b>                                                                                                                                                       | <b>CREDITS</b> |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| AH 102          | History of Western Art: 1400 to the Present                                                                                                                        | 3              |
| AH 205          | Arts Practices and Popular Culture I                                                                                                                               | 3              |
| BUS 100         | Introduction to Business                                                                                                                                           | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                         | 3              |
| CMNS 175        | Writing for the Internet                                                                                                                                           | 3              |
| CMNS 200        | Introduction to Portfolio Development                                                                                                                              | 3              |
| ONE OF:         | ENG 105 – Academic Writing<br>ARTS 100 – Home and the World: Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication | 3-9            |
| FILM 110        | Introduction to Cinema                                                                                                                                             | 3              |
| MACS 130        | Mass Communication in Canada                                                                                                                                       | 3              |
| MACS 221        | Media and Audiences                                                                                                                                                | 3              |
| THEA 111        | Acting I                                                                                                                                                           | 3              |
| VA 116          | Introductory Studio II: Space, Form and Time                                                                                                                       | 3              |
| VA 160          | Introduction to Video Production                                                                                                                                   | 3              |
| VA 180          | Digital Photography I                                                                                                                                              | 3              |
| VA 271          | New Media I: Introduction to Electronic Media                                                                                                                      | 3              |

|                                       |                                                                         |              |
|---------------------------------------|-------------------------------------------------------------------------|--------------|
| VA 272                                | New Media II: Computational Media Art                                   | 3            |
| <b>PLUS 1</b>                         | Theory course chosen from Digital Art lower-level theory list below     | 3            |
| <b>PLUS 3</b>                         | Practice course chosen from Digital Art lower-level practice list below | 9-12         |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                         | <b>60-69</b> |

**YEARS 3 & 4**

| <b>COURSE</b>                            | <b>TITLE</b>                                                                           | <b>CREDITS</b> |
|------------------------------------------|----------------------------------------------------------------------------------------|----------------|
| AH 314                                   | Arts in Context: Modernism                                                             | 4              |
| AH 315                                   | Arts in Context: Contemporary                                                          | 4              |
| MACS 350                                 | Critical Studies in Digital Media in Canada                                            | 4              |
| MACS 369                                 | Media Law and Ethics                                                                   | 4              |
| MACS 401                                 | Media Arts Integrated Project I                                                        | 4              |
| MACS 402                                 | Media Arts Integrated Project II                                                       | 4              |
| VA 360                                   | Professional Development and Practices                                                 | 3              |
| VA 371                                   | New Media III – Interactive Art                                                        | 3              |
| VA 372                                   | New Media IV – Project in New Media                                                    | 3              |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy                                                         | 4              |
|                                          | MACS 460 – Issues in the Information Society                                           |                |
| <b>PLUS any 4</b>                        | General elective course from any discipline, at any level, offered in a degree program | 12-16          |
| <b>PLUS 1</b>                            | Theory course chosen from Digital Art upper-level theory list below                    | 3-4            |
| <b>PLUS 3</b>                            | Practice courses chosen from digital Art upper-level practice list below               | 9-12           |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>61-69</b>   |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>60</b>      |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>61</b>      |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>121</b>     |

**Digital Art  
LOWER-LEVEL**

| <b>THEORY</b>        |                                                                | <b>PRACTICE</b> |                                                             |
|----------------------|----------------------------------------------------------------|-----------------|-------------------------------------------------------------|
| AH 100               | History of Art and Culture in a Global Context                 | CIS 145         | Web Publishing                                              |
| ENGL/AH/<br>MACS 267 | Signs and Meaning: An Introduction to Semiotics                | CIS 160         | Introductory Web Graphics & Animation                       |
| FILM 120             | Foreign Film Studies                                           | CIS 162         | Introduction to Animation                                   |
| FILM 200             | Special Topics in Film                                         | CIS 165         | 3D Animation                                                |
| FILM 220             | India on Film                                                  | CIS 180         | Introduction to Visual Programming                          |
| MACS 110             | Introduction to Communication Theory                           | CIS 185         | Introduction to Programming using Media                     |
| MACS 230             | Cultural Industries in Canada                                  | CIS 245         | Intermediate Web Programming                                |
| MUSC 101*            | Listening to Music                                             | CIS 262         | Web-Based Computer Game Development                         |
| MUSC 150*            | Intro to Music History – Music of the 20 <sup>th</sup> Century | CIS 270         | Analysis and Design                                         |
|                      |                                                                | COMP 125        | Principles of Computing                                     |
|                      |                                                                | COMP 150        | Introduction to Programming                                 |
|                      |                                                                | COMP 152        | Introduction to Structured Programming                      |
|                      |                                                                | COMP 155        | Object-oriented Programming                                 |
|                      |                                                                | COMP 251        | Data Structures and Algorithms                              |
|                      |                                                                | ENGL 104        | Introduction to Creative Writing: Fiction, Poetry and Drama |



|          |                                              |
|----------|----------------------------------------------|
| ENGL 208 | Creative Writing: Screenwriting              |
| GD 157   | Primary Digital Graphics                     |
| GD 203   | Interactive Motion Design                    |
| GD 204   | Interactive Page Design                      |
| GD 231   | Character Modeling & Animation               |
| GD 358   | Interactive Design for Portfolio             |
| THEA 121 | Introduction to Technical Theatre            |
| THEA 123 | Introduction to Technical Theatre II         |
| THEA 250 | Introduction to Storytelling                 |
| VA 116   | Introductory Studio II: Space, Form and Time |
| VA 117   | Introduction to Animation Drawing            |
| VA 161   | Video Production II                          |
| VA 180   | Digital Photography I                        |

*\*Note: Students who have completed MUSC 101 or 150 may use either or both courses for elective credit.*

**Digital Art  
UPPER-LEVEL**

| THEORY         |                                                         | PRACTICE |                                          |
|----------------|---------------------------------------------------------|----------|------------------------------------------|
| AH 316         | Arts in Context: Gender, Art and Society                | CIS 370  | Software Engineering                     |
| FILM 310       | Introduction to Film Theory                             | CMNS 365 | Grant and Proposal Writing               |
| MACS/SOC 334** | Cultural Policy                                         | COMP 350 | User Interface Design and Programming    |
| MACS/SOC 385   | Television and Social Values: The Simpsons              | COMP 351 | Advanced Website Programming             |
| MACS 399       | Special Topics in Media and Communication Studies       | COMP 360 | Computer Graphics                        |
| MACS 399C      | Rules of Play: The Cultural Significance of Video Games | ENGL 378 | Creative Writing: Advanced Screenwriting |
| MACS 460**     | Issues in the Information Society                       | GD 332   | Virtual Space Design                     |
|                |                                                         | GD 378   | Advanced Digital Imaging                 |
|                |                                                         | THEA 311 | Acting for the Camera                    |
|                |                                                         | THEA 370 | Intro to Stage Design                    |
|                |                                                         | VA/JRNL/ | Documentary Video Storytelling           |
|                |                                                         | FILM 365 |                                          |
|                |                                                         | VA 366   | Documentary Video Production             |
|                |                                                         | VA 471   | Independent Study – New Media            |
|                |                                                         | VA 472   | Independent Study – New Media            |

*\*\*Note: courses marked \*\* may still be taken as stream core elective if not already selected as a degree core requirement*

## **B. Writing and Publishing**

**Calendar description:** This is a writing-intensive concentration designed for students who love to write and want a career in the new media content industries. It covers the skills needed in industries where writing and publishing for media are a focus, such as: e-learning; interactive mobile applications; digital film and animation; interactive design and entertainment; communications; journalism; creative writing; technical writing; and public relations.

Students may choose:

1. The genre of writing in which they wish to specialize (creative, technical, journalistic, or a combination); and
2. Which media, and how many, to focus on.

The Writing and Publishing concentration focuses on competencies in new media and reflects current

workplace applications. It recognizes the need for: cross-disciplinary research; creative thinking and problem-solving; communication and interpersonal skills; proficiency in business writing; critical thinking; and writing skills needed in the digital age.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| <b>COURSE</b>   | <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>CREDITS</b> |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| BUS 100         | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                    | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                                                                                                                                                                                                                                                                  | 3              |
| CMNS 175        | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                    | 3              |
| CMNS 200        | Introduction to Portfolio Development                                                                                                                                                                                                                                                                                                                                                                       | 3              |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                    | 3-9            |
| MACS 130        | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                | 3              |
| MACS 221        | Media and Audiences                                                                                                                                                                                                                                                                                                                                                                                         | 3              |
| THEA 111        | Acting I                                                                                                                                                                                                                                                                                                                                                                                                    | 3              |
| ONE OF:         | CIS 145 – Web Publishing<br>GD 157 – Primary Digital Graphics<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                     | 3              |
| TWO OF:         | CIS 104 – Elements of Computer Information Systems<br>CMNS 125 – Introduction to Workplace Communication<br>CMNS 180 – Introduction to Intercultural Communication<br>ENGL 104 – Introduction to Creative Writing: Fiction, Poetry and Drama<br>ENG 115 – Great Books: The Western Tradition in Literature<br>ENGL 208 – Creative Writing: Screenwriting<br>MACS 110 – Introduction to Communication Theory | 6              |
| ONE OF:         | GD 101 – Fundamentals of Design<br>GD 154 – Typography<br>GD 159 – Digital Design Media II<br>GD 161 – Graphic & Digital Design I                                                                                                                                                                                                                                                                           | 3              |
| ONE OF:         | LIBT 145 – Internet Information Retrieval<br>VA 160 – Introduction to Video Production<br>VA 161 – Video Production II<br>VA 180 – Digital Photography I                                                                                                                                                                                                                                                    | 3              |
| ONE OF:         | AH 100 – History of Art and Culture in a Global Context<br>AH 102 – History of Western Art: 1400 to the Present<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema                                                                                                                                                                                               | 3              |
| TWO OF:         | CMNS/MACS 212 – Basic Public Relations and Advocacy Communication<br>CMNS 251 – Professional Report Writing<br>ENGL 211 – Creative Writing: Play-Writing<br>ENGL 212 – Creative Writing: Fiction<br>ENGL 213 – Creative Writing: Poetry<br>ENGL 274 – The Rhetoric of Science                                                                                                                               | 6              |
| ONE OF:         | GD 203 – Dynamic Media I: Motion Graphics<br>GD 204 – Interactive Design II<br>GD 358 – Interactive Design for Portfolio<br>VA 280 – Digital Photography II                                                                                                                                                                                                                                                 | 3              |
| TWO OF:         | MACS 215 – Advertising as Social Communication<br>MACS 230 – Cultural Industries in Canada<br>MACS/JRNL 235 – Introduction to Journalism in Canada<br>ENGL 209 – The Structure of the English Language<br>ENGL 210 – Composition                                                                                                                                                                            | 6              |

|                                                           | ENGL 263 – Life Writing                                                                 |                |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|
|                                                           | AH 205 – Art Practices and Po Popular Culture I                                         |                |
|                                                           | CMNS 235 – Oral Communications                                                          |                |
|                                                           | THEA 250 – Introduction to Storytelling                                                 |                |
| <b>PLUS 32</b>                                            | General elective course from any discipline, at any level, offered in a degree program  | 9-12           |
| <b>TOTAL credits in years 1&amp;2 lower-level credits</b> |                                                                                         | <b>63-74</b>   |
| <b>YEARS 3 &amp; 4</b>                                    |                                                                                         |                |
| <b>COURSE</b>                                             | <b>TITLE</b>                                                                            | <b>CREDITS</b> |
| CMNS 320                                                  | Editing Principles and Applications                                                     | 4              |
| CMNS 375                                                  | Understanding Design for Print Publications                                             | 3              |
| CMNS 412                                                  | Communications Practicum                                                                | 4              |
| MACS 350                                                  | Critical Studies in Digital Media in Canada                                             | 4              |
| MACS 369                                                  | Media Law and Ethics                                                                    | 4              |
| MACS 401                                                  | Media Arts Integrated Project I                                                         | 4              |
| MACS 402                                                  | Media Arts Integrated Project II                                                        | 4              |
| ONE OF:                                                   | CMNS 365 – Grant and Proposal Writing                                                   |                |
|                                                           | VA 360 – Professional Development and Practices                                         | 3              |
| ONE OF:                                                   | MACS/SOC 334 – Cultural Policy                                                          | 4              |
|                                                           | MACS 460 – Issues in the Information Society                                            |                |
| Two OF:                                                   | CMNS/JRNL 300 – Introduction to the Practice of Journalism                              | 6-8            |
|                                                           | CMNS/JRNL 301 – Advanced Practice of Journalism                                         |                |
|                                                           | CMNS 312 – Introduction to Public and Community Relations                               |                |
|                                                           | CMNS 325 – Writing for the Sciences and Technologies                                    |                |
|                                                           | CMNS 351 – Professional Formal Research Report Writing                                  |                |
|                                                           | CMNS 360 – Advocacy Writing                                                             |                |
|                                                           | CMNS/ENGL 385 – Language and Action: A Seminar in Contemporary Rhetoric                 |                |
|                                                           | CMNS 390 – Designing End-User and Technical Documentation                               |                |
|                                                           | ENGL 302 – Creative Writing: Advanced Short Fiction                                     |                |
|                                                           | ENGL 303 – Creative Writing: Writing Historical Fiction                                 |                |
|                                                           | ENGL 311 – Creative Writing: Novel Writing                                              |                |
|                                                           | ENGL/JRNL 373 – Rhetoric: Literary Journalism                                           |                |
|                                                           | ENGL 374 – Rhetoric: Advanced Composition                                               |                |
|                                                           | ENGL 381 – Creative Writing: Playwriting                                                |                |
| ONE OF:                                                   | AH 316 – Arts in Context: Gender, Art and Society                                       | 3-4            |
|                                                           | CIS 485 – Ethics & Other Management Issues in Information Systems                       |                |
|                                                           | ENGL 313 – Creative Writing: Advanced Poetry                                            |                |
|                                                           | ENGL 315 – Creative Writing: Writing Children's Literature                              |                |
|                                                           | ENGL 370 – The History of the English Language                                          |                |
|                                                           | ENGL 372 – Canadian English                                                             |                |
|                                                           | ENGL 377 – Creative Writing: Film Adaptations of English Literature                     |                |
|                                                           | MACS 399C – Rules of Play: The Cultural Significance of Video Games                     |                |
|                                                           | THEA 311 – Acting for the Camera                                                        |                |
|                                                           | VA/JRNL/FILM 365 – Documentary Video Storytelling                                       |                |
| ONE OF:                                                   | CMNS 420 – Virtual Team Communication                                                   | 3-4            |
|                                                           | CMNS 430 – Project Management Communication in Action                                   |                |
| <b>PLUS 4</b>                                             | General elective courses from any discipline, at any level, offered in a degree program | 12-16          |
| <b>TOTAL credits in years 3&amp;4 upper-level credits</b> |                                                                                         | <b>58-66</b>   |
| <b>Minimum Total lower-level credits</b>                  |                                                                                         | <b>63</b>      |
| <b>Minimum Total upper-level credits</b>                  |                                                                                         | <b>58</b>      |
| <b>Minimum Total program credits</b>                      |                                                                                         | <b>121</b>     |

**C. Performance**

**Calendar description:** Performance plays an important role in the media arts. The performance concentration will provide students with opportunities to explore performance in a range of live, digital and interactive environments. -Students will discover how the creation of compelling characters and the development of interesting stories are the foundations for content creation in all media platforms, whether it be performing live, developing a film script, or collaborating on a new videogame design.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE             | TITLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CREDITS |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100            | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| CIS 110/BUS 160    | Computerized Business Application and MIS                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| CMNS 175           | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| CMNS 200           | Introduction to Portfolio Development                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3       |
| ONE OF:            | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                                                                                                          | 3-9     |
| MACS 130           | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3       |
| MACS 221           | Media Audiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3       |
| THEA 111           | Acting I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| THEA 112           | Acting II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| THEA 221           | Acting III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3       |
| ONE OF:            | THEA 212 – Acting IV<br>THEA 215 – Introduction to Voice                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| ONE OF:            | THEA 121 – Introduction to Technical Theatre I<br>THEA 123 – Introduction to Technical Theatre II<br>THEA 199 – Technical Theatre Practicum                                                                                                                                                                                                                                                                                                                                                       | 3       |
| ONE OF:            | THEA 290 – Theatre Practice – Small Ensemble<br>THEA 295 – Theatre Practice – Large Ensemble<br>THEA 299 – Theatre Production Practicum                                                                                                                                                                                                                                                                                                                                                           | 3       |
| ONE OF:            | CIS 145 – Web Publishing<br>GD 157 – Digital Design Media I<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                                                                                                             | 3       |
| Group A<br>TWO OF: | AH 100 – History of Art and culture in a Global Context<br>AH 101 – History of Western Art to 1400<br>AH 102 – History of Western Art: 1400 to the Present<br>MUSC 150 – Introduction to Music History: Music of the 20 <sup>th</sup> Century<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema<br>THEA 201 – History of Theatre: 19 <sup>th</sup> Century to the Present<br>THEA 202 – History of Theatre: Antiquity to the 18 <sup>th</sup> Century | 3       |
| Group B<br>TWO OF: | CIS 145 – Web Publishing<br>CIS 185 – Introduction to Programming using Media<br>CMNS 235 – Oral Communications<br>ENGL 208 – Creative Writing: Screenwriting<br>ENGL 211 – Creative Writing: Play-writing<br>GD 101 – Fundamentals of Design<br>GD 157 – Digital Design Media I<br>THEA 250 – Introduction to Storytelling<br>VA 115 – Introductory Studio I: Material Practices<br>VA 160 – Introduction to Video Production<br>VA 161 – Video Production II<br>VA 180 – Digital Photography I  | 6       |

| VA 272 – New Media II – Computational Media Art |                                                                                       |                |
|-------------------------------------------------|---------------------------------------------------------------------------------------|----------------|
| Group C                                         | 6 credits of electives from courses at any level, including courses from group A or B | 6              |
| <b>TOTAL credits in years 1&amp;2</b>           |                                                                                       | <b>60-66</b>   |
| <b>YEARS 3 &amp; 4</b>                          |                                                                                       |                |
| <b>COURSE</b>                                   | <b>TITLE</b>                                                                          | <b>CREDITS</b> |
| MACS 350                                        | Critical Studies in Digital Media in Canada                                           | 4              |
| MACS 369                                        | Media Law and Ethics                                                                  | 4              |
| MACS 401                                        | Media Arts Integrated Project I                                                       | 4              |
| MACS 402                                        | Media Arts Integrated Project II                                                      | 4              |
| THEA 311                                        | Acting for the Camera                                                                 | 4              |
| THEA 401                                        | Theories of Theatre                                                                   | 4              |
| VA/JRNL/FILM 365                                | Documentary Video Storytelling                                                        | 3              |
| ONE OF:                                         | MACS/SOC 334 – Cultural Policy                                                        | 4              |
|                                                 | MACS 460 – Issues in the Information Society                                          |                |
| ONE OF:                                         | CMNS 365 – Grant and Proposal Writing                                                 | 3              |
|                                                 | VA 360 – Professional Development and Practices                                       |                |
| Group A                                         | THEA 315 – Shakespeare in Performance                                                 | 8              |
| TWO OF:                                         | THEA 352 – Playmaking I                                                               |                |
|                                                 | THEA 353 – Playmaking II                                                              |                |
|                                                 | THEA 450 – Directing I                                                                |                |
|                                                 | THEA 451 – Directing II                                                               |                |
|                                                 | THEA 399 – Intermediate Practicum in Theatre                                          |                |
|                                                 | THEA 499 – Advanced Practicum in Theatre                                              |                |
| Group B                                         | GD 332 – Virtual Space Design                                                         | 6-7            |
| TWO OF:                                         | THEA 370 – Design for the Theatre                                                     |                |
|                                                 | VA 371 – New Media III                                                                |                |
|                                                 | VA 372 – New Media IV: Project in New Media                                           |                |
| Group C                                         | AH/FD 340 – Fashion as Art/ Art as Fashion                                            | 3-4            |
| ONE OF:                                         | CMNS 335 – Advanced Oral Communications for Professionals                             |                |
|                                                 | CMNS/JRNL 301 – Advanced Practice of Journalism                                       |                |
|                                                 | ENGL 377 – Creative Writing: Film Adaptations of English Literature                   |                |
|                                                 | ENGL 378 – Advanced Screenwriting                                                     |                |
|                                                 | ENGL 381 – Creative Writing: Film Adaptations of English Literature                   |                |
|                                                 | FILM 310 – Introduction to Film Theory                                                |                |
|                                                 | THEA 305 – Theatre for Young Audiences                                                |                |
|                                                 | THEA/MUSC 306 – History of Musical Theatre                                            |                |
|                                                 | THEA 307 – World Theatre                                                              |                |
|                                                 | THEA 360 – Selected Topics in Theatre                                                 |                |
|                                                 | VA/FILM 366 – Documentary Video Production                                            |                |
| THREE elective courses at the upper level       |                                                                                       | 9-12           |
| <b>TOTAL credits in years 3&amp;4</b>           |                                                                                       | <b>60-65</b>   |
| <b>Minimum Total lower-level credits</b>        |                                                                                       | <b>60</b>      |
| <b>Minimum Total upper-level credits</b>        |                                                                                       | <b>60</b>      |
| <b>Minimum Total program credits</b>            |                                                                                       | <b>120</b>     |

#### **D. Interactive Media Programmer**

**Calendar description:** Interactive media programmers write, modify, integrate and test computer code for Internet applications, computer-based training software, computer games, film, audio, video, animation and other interactive media. They often work closely with graphic designers and visual artists to create interfaces for interactive digital media (including e-commerce), or special effects for film. Because computer technology is constantly changing, this concentration emphasizes programming

principles, literacy in related creative disciplines, teamwork, and the ability to adapt to new technologies as they appear.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE                                | TITLE                                                                                  | CREDITS   |
|---------------------------------------|----------------------------------------------------------------------------------------|-----------|
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                             | 3         |
| CIS 145                               | Web Publishing                                                                         | 3         |
| CIS 162                               | Introduction to Animation                                                              | 3         |
| CIS 245                               | Intermediate Web Programming                                                           | 4         |
| CIS 262                               | Web-Based Computer Game Development                                                    | 3         |
| CMNS 175                              | Writing for the Internet                                                               | 3         |
| COMP 125                              | Principles of Computing                                                                | 3         |
| COMP 150                              | Introduction to Programming                                                            | 4         |
| COMP 155                              | Object-oriented Programming                                                            | 4         |
| COMP 251                              | Data Structures and Algorithms                                                         | 4         |
| ONE OF:                               | ENGL 105 – Academic Writing                                                            | 3         |
|                                       | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |           |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication                        |           |
| GD 157                                | Digital Design Media I                                                                 | 3         |
| One of: GD 231                        | Dynamic Media II: Animation & Character Modeling                                       | 3         |
| VA 272                                | New Media II: Computational Media Art                                                  |           |
| MACS 130                              | Mass Communication in Canada                                                           | 3         |
| MATH 125                              | Introduction to Discrete Mathematics                                                   | 4         |
| THEA 111                              | Acting I                                                                               | 3         |
| VA 271                                | New Media I: Introduction to Electronic Media                                          | 3         |
| ONE OF:                               | GD 203 – Dynamic Media I: Motion Graphics                                              | 3         |
|                                       | GD 204 – Interactive Design II                                                         |           |
| ONE OF:                               | AH 100 – History of Art and Culture in a Global Context                                | 3         |
|                                       | AH 102 – History of western Art: 1400 to Present                                       |           |
|                                       | FILM 110 – Introduction to Cinema                                                      |           |
|                                       | FILM 120 – The History and Aesthetics of World Cinema                                  |           |
|                                       | FILM 220 – The History and Aesthetics of World Cinema                                  |           |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                        | <b>62</b> |

**YEARS 3 & 4**

| COURSE         | TITLE                                       | CREDITS |
|----------------|---------------------------------------------|---------|
| CIS 230        | Databases and Database Management           | 3       |
| CIS 270        | Analysis and Design                         | 3       |
| CIS 370        | Software Engineering                        | 3       |
| CIS 386        | Human Computer Interaction                  | 3       |
| CMNS 200       | Introduction to Portfolio Development       | 3       |
| CMNS 235       | Oral Communications                         | 3       |
| CMNS/ADED 445  | Facilitating Skills for the Workplace       | 4       |
| COMP 360       | Computer Graphics                           | 3       |
| One of: GD 332 | Virtual Space Design                        | 3       |
| VA 371         | New Media III                               |         |
| MACS 221       | Media and Audiences                         | 3       |
| MACS 350       | Critical Studies in Digital Media in Canada | 4       |
| MACS 369       | Media Law and Ethics                        | 4       |
| MACS 401       | Media Arts Integrated Project I             | 4       |
| MACS 402       | Media Arts Integrated Project II            | 4       |
| ONE OF:        | CMNS 365 – Grant and Proposal Writing       | 3       |

|                                          |                                                                                        |              |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| ONE OF:                                  | VA 360 – Professional Development and Practices                                        |              |
|                                          | MACS/SOC 334 – Cultural Policy                                                         | 4            |
|                                          | MACS 460 – Issues in the Information Society                                           |              |
|                                          | MACS 399C - Rules of Play: The Cultural Significance of Video Games                    |              |
| PLUS 1                                   | Non-CIS practice course chosen from the practice list                                  | 3-4          |
| PLUS 1                                   | General elective course from any discipline, at any level, offered in a degree program | 3-4          |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>64-66</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>62</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>122</b>   |

### E. Interactive Media Production Management

**Calendar description:** Interactive media production management is an emerging field. Managing creative teams, coordinating work flow, and overseeing a large project in the new media require both a knowledge of new media production processes and management skills, particularly listening and writing. These skills, however, must be tailored to this particular field, where most projects are done in teams, self-employment is the norm, and projects must be funded through a new business model. This specialist program addresses such needs, focusing on problem-solving, facilitation, and persuasive communication, as well as basic creative production processes.<sup>10</sup>

Note: No course may be taken to meet more than one requirement.

#### YEARS 1 & 2

| COURSE          | TITLE                                                                                  | CREDITS |
|-----------------|----------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                               | 3       |
| BUS 120         | Essentials of Marketing                                                                | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                             | 3       |
| CMNS 175        | Writing for the Internet                                                               | 3       |
| CMNS 200        | Introduction to Portfolio Development                                                  | 3       |
| CMNS/MACS 212   | Basic Public Relations and Advocacy Communication                                      | 3       |
| CMNS 235        | Oral Communications                                                                    | 3       |
| ONE OF:         | ENGL 105 – Academic Writing                                                            | 3       |
|                 | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |         |
|                 | CMNS 155 – Introduction to Workplace and Academic Communication.                       |         |
| MACS 130        | Mass Communication in Canada                                                           | 3       |
| MACS 221        | Media and Audiences                                                                    | 3       |
| PHIL 100        | Reasoning                                                                              | 3       |
| THEA 111        | Acting I                                                                               | 3       |
| ONE OF:         | GD 157 – Digital Design Media I                                                        | 3-9     |
|                 | VA 271 – New Media I: Introduction to Electronic Media                                 |         |
| PLUS 3          | Theory courses chosen from lower-level general degree list                             | 9       |

<sup>10</sup> In creating this program, the developers have relied on data from the Cultural Human Resources Council, specifically the **Training Gaps Analysis: Interactive Media Producers** (February, 2009), funded by the Government of Canada's Sector Council Program.

| <b>PLUS 3</b>                            | Practice courses chosen from lower-level general degree list                             | 9-12           |
|------------------------------------------|------------------------------------------------------------------------------------------|----------------|
| <b>PLUS 1</b>                            | General elective course from any discipline, at any level, offered in a degree program   | 3-4            |
| <b>TOTAL credits in years 1&amp;2</b>    |                                                                                          | <b>60-70</b>   |
| <b>YEARS 3 &amp; 4</b>                   |                                                                                          |                |
| <b>COURSE</b>                            | <b>TITLE</b>                                                                             | <b>CREDITS</b> |
| CMNS 335                                 | Advanced Oral Communication for Professionals                                            | 4              |
| CMNS/ADED 445                            | Facilitating Skills for the Workplace                                                    | 4              |
| MACS/SOC 334                             | Cultural Policy                                                                          | 4              |
| MACS 350                                 | Critical Studies in Digital Media in Canada                                              | 4              |
| MACS 369                                 | Media Law and Ethics                                                                     | 4              |
| MACS 401                                 | Media Arts Integrated Project I                                                          | 4              |
| MACS 402                                 | Media Arts Integrated Project II                                                         | 4              |
| MACS 460                                 | Issues in the Information Society                                                        | 4              |
| PHIL 305                                 | Philosophy of Decision Making and Dispute Resolution                                     | 3              |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices | 3              |
| ONE OF:                                  | CIS 385 – Project Management<br>CMNS 420 – Virtual Team Communication                    | 3-4            |
| <b>PLUS 2</b>                            | Theory courses chosen from upper-level general degree list                               | 6-8            |
| <b>PLUS 2</b>                            | Practice courses chosen from upper-level general degree list                             | 6-8            |
| <b>PLUS 2</b>                            | General elective courses from any discipline, at any level, offered in a degree program  | 6-8            |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                          | <b>60-66</b>   |
| <b>Minimum Total lower-level credits</b> |                                                                                          | <b>60</b>      |
| <b>Minimum Total upper-level credits</b> |                                                                                          | <b>60</b>      |
| <b>Minimum Total program credits</b>     |                                                                                          | <b>120</b>     |

## F. Screen Studies

**Calendar description:** We spend a large proportion of our waking lives staring at or into screens, from the tiny windows on our cell phones to the gigantic projections in IMAX theatres. Yet we don't necessarily reflect on the effect that these lifelong practices are having on us and on society as a whole. Screen studies focuses on enabling students to assess the impact that screens in the broadest sense are having on their lives. Students in this concentration will explore this impact in terms of how their viewing experiences affect thoughts, emotions and behaviours for better and for worse. They will also focus on the other side of the screen to examine how producers create messages that communicate effectively and persuasively to the audiences that they want to reach.

Note: No course may be taken to meet more than one requirement.

### YEARS 1 & 2

| <b>COURSE</b>   | <b>TITLE</b>                                                                                                  | <b>CREDITS</b> |
|-----------------|---------------------------------------------------------------------------------------------------------------|----------------|
| BUS 100         | Introduction to Business                                                                                      | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                    | 3              |
| CMNS 175        | Writing for the Internet                                                                                      | 3              |
| CMNS 200        | Introduction to Portfolio Development                                                                         | 3              |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University | 3-9            |



|                                       |                                                                    |              |
|---------------------------------------|--------------------------------------------------------------------|--------------|
|                                       | Studies                                                            |              |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication    |              |
| ENGL 208                              | Creative Writing: Screenwriting                                    | 3            |
| FILM 110                              | Introduction to Cinema                                             | 3            |
| FILM 120                              | The History and Aesthetics of World Cinema                         | 3            |
| FILM 220                              | India on Film                                                      | 3            |
| MACS 130                              | Mass Communication in Canada                                       | 3            |
| MACS 221                              | Media and Audiences                                                | 3            |
| THEA 111                              | Acting I                                                           | 3            |
| ONE OF:                               | VA 271 – New Media I: Introduction to Electronic Media             | 3            |
|                                       | GD 157 – Digital Design Media I                                    |              |
|                                       | CIS 145 – Web Publishing                                           |              |
| <b>PLUS 3</b>                         | Theory courses chosen from lower-level Screen Studies list below   | 9            |
| <b>PLUS 4</b>                         | Practice courses chosen from lower-level Screen Studies list below | 12-13        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                    | <b>60-67</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                   | CREDITS      |
|------------------------------------------|-----------------------------------------------------------------------------------------|--------------|
| MACS/SOC 334                             | Cultural Policy                                                                         | 4            |
| MACS 350                                 | Critical Studies in digital Media in Canada                                             | 4            |
| MACS 369                                 | Media Law and Ethics                                                                    | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                         | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                        | 4            |
| MACS 460                                 | Issues in the Information Society                                                       | 4            |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing                                                   | 3            |
|                                          | VA 360 – Professional Development and Practices                                         |              |
| <b>PLUS 4</b>                            | General elective courses from any discipline, at any level, offered in a degree program | 12-16        |
| <b>PLUS 3</b>                            | Theory courses chosen from upper-level Screen Studies list below                        | 9-12         |
| <b>PLUS 4</b>                            | Practice courses chosen from upper-level Screen Studies list below                      | 12-16        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                         | <b>60-71</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                         | <b>60</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                         | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                         | <b>120</b>   |

**Screen Studies**

**LOWER-LEVEL**

| THEORY     |                                                               | PRACTICE |                                                  |
|------------|---------------------------------------------------------------|----------|--------------------------------------------------|
| AH 100     | History of Art and Culture in a Global Context                | CIS 145* | Web Publishing                                   |
| AH 102     | History of Western Art: 1400 to the Present                   | CIS 160  | Introductory Web Graphics and Animation          |
| AH 205     | Arts Practices and Popular Culture I                          | CIS 162  | Introduction to Animation                        |
| ENGL 120   | Introduction to Modern Fiction                                | CIS 165  | 3D Animation                                     |
| ENGL 130   | Introduction to Modern Drama                                  | ENGL 104 | Introduction to Creative Writing: Fiction,       |
| ENGL/AH/   | Signs and Meaning: An Introduction to Semiotics               |          | Poetry and Drama                                 |
| MACS 267   |                                                               | ENGL 211 | Creative Writing: Play-Writing                   |
| FILM 200   | Special Topics in Film                                        | ENGL 212 | Creative Writing: Fiction                        |
| FILM 220*  | India on Film                                                 | ENGL 215 | Creative Writing: Creative Non-fiction           |
| MACS 110   | Introduction to Communication Theory                          | GD 157*  | Digital Design Media I                           |
| MACS 230   | Cultural Industries in Canada                                 | GD 203   | Dynamic Media I: Motion Graphics                 |
| MUSC 101** | Listening to Music                                            | GD 231   | Dynamic Media II: Animation & Character Modeling |
| MUSC 150** | Intro to Music History: Music of the 20 <sup>th</sup> Century | THEA 112 | Acting II                                        |
| THEA 101   | Introduction to Theatre                                       | THEA 121 | Introduction to Technical Theatre                |

|          |                                                               |          |                                               |
|----------|---------------------------------------------------------------|----------|-----------------------------------------------|
| THEA 201 | History of Theatre: 19 <sup>th</sup> Century to the Present   | THEA 123 | Introduction to Technical Theatre II          |
| THEA 202 | History of Theatre: Antiquity to the 18 <sup>th</sup> Century | THEA 199 | Practicum I                                   |
|          |                                                               | THEA 211 | Acting III                                    |
|          |                                                               | THEA 212 | Acting IV                                     |
|          |                                                               | THEA 250 | Introduction to Storytelling                  |
|          |                                                               | THEA 297 | Independent Study                             |
|          |                                                               | THEA 299 | Practicum II                                  |
|          |                                                               | VA 117   | Introduction to Animation Drawing             |
|          |                                                               | VA 161   | Video Production II                           |
|          |                                                               | VA 180   | Digital Photography                           |
|          |                                                               | VA 271*  | New Media I: Introduction to Electronic Media |

\*Note: courses marked \* may still be taken as if not already selected as a degree core requirement.

\*\*Note: Students who have completed MUSC 101 or 150 may use either or both courses for credit.

### Screen Studies

#### UPPER-LEVEL

| THEORY        |                                                         | PRACTICE |                                                          |
|---------------|---------------------------------------------------------|----------|----------------------------------------------------------|
| AH 314        | Arts in Context: Modernism                              | ENGL 377 | Creative Writing: Film Adaptations of English Literature |
| AH 315        | Arts in Context: Contemporary                           | ENGL 378 | Creative Writing: Advanced Screenwriting                 |
| AH 316        | Arts in Context: Gender, Art and Society                | ENGL 381 | Creative Writing: Playwriting                            |
| FILM 310      | Introduction to Film Theory                             | GD 332   | Virtual Space Design                                     |
| MACS/SOC 385  | Television and Social Values: The Simpsons              | THEA 311 | Acting for the Camera                                    |
| MACS 399      | Special Topics in Media & Communication Studies         | THEA 360 | Selected Topics in Theatre                               |
| MACS 399C     | Rules of Play: The Cultural Significance of Video Games | THEA 370 | Intro to Stage Design                                    |
| THEA 305      | Theatre for Young Audiences                             | THEA 450 | Directing I                                              |
| THEA/MUSC 306 | History of Musical Theatre                              | THEA 451 | Directing II                                             |
| THEA 307      | World Theatre                                           | VA/JRNL/ | Documentary Video Storytelling                           |
| THEA 401      | Theories of Theatre                                     | FILM 365 |                                                          |
|               |                                                         | VA 366   | Documentary Video Production                             |
|               |                                                         | VA 371   | New Media III – Interactive Art                          |
|               |                                                         | VA 372   | New Media IV – Project in New Media                      |
|               |                                                         | VA 471   | Independent Study – New Media                            |
|               |                                                         | VA 472   | Independent Study – New Media                            |

\*Note: courses marked \* may still be taken if not already selected as a degree core requirement.

### The Media Arts Degree and Indigenous Students

The Program Working Group has considered, at several points in the development of the degree, how we could provide the best experience for Indigenous students.

On January 23, 2009, Wenona Victor (now on the UFV faculty in Indigenous Studies) spoke to the group about how the Media Arts program could assist in raising enrolments among Aboriginal students. Fine arts and visual arts are popular among Aboriginal students, and many want to use the digital media in their work. Wenona commented on the need to respect the cultural heritage of the students, and their need to see their experience reflected in the curriculum. The wealth of Indigenous artistic expression can become a source of knowledge and pride not just for Indigenous students, but all students in the program. Courses which offer skills in Indigenous art practice should be included in the program. She suggested that we invite Indigenous artists to present in courses and in public lectures, so their knowledge can be shared. As a result of this meeting, and other discussions later, courses developed by Visual Arts that focus on Indigenous

artistic expression were included in the 'practice' options available to students.

On Thursday March 12<sup>th</sup>, 2009 we convened a meeting of Indigenous artists working with digital media to talk about what they would like to see in the program. The artists were Rose Spahan (Visual Artist), Doreen Manuel (Coordinator of Indigenous Film Program at Capilano University), and Archer Patchowis (Media Artist/Performer/Red Wire Magazine). Shirley Hardman (Senior Advisor on Indigenous Affairs also attended. The primary points that were made in this meeting were that there must be room for the Aboriginal student in the program to develop an artistic vision which is meaningful within the Aboriginal community and respected by program faculty. It is important that Aboriginal voice and identity be respected and encouraged. It is important to hire Aboriginal instructors, and to provide Aboriginal mentors for young artists. Aboriginal students have their own cultural ways of telling a story, but also need to develop their own individual voices as artists. "It doesn't matter what the story is; if it is told by a native person, it is a native story." Aboriginal artists should be invited to share their work, enriching the student experience for all students, who can learn from their perspectives. It is important to build community among students, and particularly Aboriginal students, to allow them to share their experience.

We should be keeping in touch with graduates and inviting them to come back and help students. All of the participants said that an important element missing in current programs is business skills, and self-management in the new kind of economy in which artists work. Students may not appreciate taking business-related courses, but they need them. It is also important for them to understand media law, copyright, and business communication. It is important for students to understand the sources of images; they need to understand the political economy of art. We need to throw everything we can at students, giving them a broad set of skills and knowledge, so they have the tools to work in several ways and in several contexts. Teach them how to produce text, image and video, provide a general studio foundation, story and storytelling, professional practices, business. Hire First Nations professors and teachers to teach them. The program, they said, should be called 'Media Arts'.

This meeting was influential in establishing the core of the degree, which focuses a good deal of attention on the business side of the arts, political economy, and on building basic skills. In the practice and theory options that students may choose from, we put as many courses as we had relating to Indigenous arts. The hiring of more indigenous faculty is an institutional priority, and this degree will benefit from it. Other suggestions can only be implemented once the degree is in place – mentoring, teaching methods, building community.

Because the requirements in the Media Arts program are flexible, and students can fashion very unique programs, it was difficult to provide the kind of cohort-based experience that might provide stronger support for Aboriginal students. Building a cohort model was the advice of some of our Aboriginal informants for this project. However, the flexible model was considered very important for students in general, as they could explore their creative interests and build on their strengths. This same flexibility could be an advantage for Aboriginal students as well. An advisor can help Aboriginal students choose courses which reflect and support their creativity, if they wish to develop traditional art forms. Several of the courses from which students can choose have substantial Aboriginal content, and these are listed below. (Electives can offer other options). The degree advisor could help students select these courses. Courses with substantial Aboriginal content that also meet degree requirements include:

Bachelor of Media Arts Requirements—No Concentration  
Theory, Practice & Elective Course Options with Indigenous Content

**YEARS 1 & 2**

| COURSE        | TITLE                                                           | CREDITS |
|---------------|-----------------------------------------------------------------|---------|
| AH 100        | History of Art and culture in a Global Context                  | 3       |
| THEA 201      | History of Theatre: 19 <sup>th</sup> Century to Present         | 3       |
| THEA 250      | Introduction to Storytelling                                    | 3       |
| <b>PLUS 3</b> | Lower-level theory courses chosen from at least 2 disciplines   | 9       |
| <b>PLUS 7</b> | Lower-level practice courses chosen from at least 3 disciplines | 21-27   |

**YEARS 3 & 4**

| COURSE        | TITLE                                                                 | CREDITS |
|---------------|-----------------------------------------------------------------------|---------|
| MACS 334      | Cultural Policy                                                       | 4       |
| THEA 401      | Theories of Theatre                                                   | 4       |
| <b>PLUS 2</b> | Upper-level Theory courses                                            | 6-8     |
| <b>PLUS 5</b> | University-level courses for general elective credit (see list below) | 15-20   |

**ELECTIVE COURSE OPTIONS**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ADED 365: History of Aboriginal Adult Education</p> <p>AH 111: First Nations in British Columbia – Traditional Cultures</p> <p>ANTH 130: Anthropology of World Religions</p> <p>ANTH/LAS/SOC 388: Minority Indigenous Peoples of the World</p> <p>ANTH/SOC 468: Environment and Society</p> <p>CMNS 180: Introduction to Intercultural Communication</p> <p>CRIM 211: Indigenous Peoples, Crime and Criminal Justice</p> <p>FD 345: Textile Traditions of Indigenous Peoples in Canada</p> <p>FNST 101: Stó:lō Nation Development</p> <p>FNST 102: Stó:lō Traditional Ways of Healing and Helping</p> <p>FNST 201: Stó:lō Communications &amp; World View</p> <p>FNST 202: Stó:lō Social Structure</p> <p>FNST 275: Contemporary Issues and Policies in Aboriginal Education</p> <p>GEOG 300F: Maps, Territories and Land</p> <p>GEOG 312: Political Ecology: Nature, Culture and Place</p> <p>GEOG 343: Geography of Transitional Societies</p> <p>GEOG 447: Aboriginal Geography</p> <p>HALQ: Halq'eméylem (any level)</p> <p>HIST 103: Stó:lō History</p> <p>HIST 226: History of Indigenous-Settler Relations in Canada</p> <p>HIST 261: Latin American History: The Colonial Experience</p> | <p>HIST 327: Settler-Indigenous Relations in New Zealand and Canada</p> <p>HIST 396I: Rights, Title and Land</p> <p>HIST 399E: Films, Histories and Land</p> <p>HIST 426: Aboriginal Peoples and Warfare in Canada: Pre-contact to Present</p> <p>HIST 458: History of Indigenous Peoples in Latin America</p> <p>IPK 277L: Indigenous Art: Stories and Protocols</p> <p>IPK 332: Indigenous Leadership: Yesterday and Today for Tomorrow II</p> <p>IPK 486: Worldviews of Indigenous Peoples (in North America)</p> <p>IPK/BIO 447: Traditional Ecological Knowledges</p> <p>IPK/SOC/ANTH 444: Indigenous Methodologies</p> <p>PHIL 240: Faith and Reason: Philosophy of Religion</p> <p>PHIL 318: Environmental Ethics</p> <p>PHIL 483D: Myth and Philosophy</p> <p>POSC 309: Canadian Constitutional Politics</p> <p>POSC 332: The Politics of Multiculturalism</p> <p>RLST 380: Religion, Nature and Science</p> <p>SOC 101: Introduction to Sociology</p> <p>SOC 210: Social Problems of Canadian Society</p> <p>SOC/ANTH 387: Aboriginal Peoples of Canada</p> <p>SOWK 392: Aboriginal Social Work</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

More recently, the Program Working Group examined the NVIT curriculum and identified a common core of first year courses that students could transfer directly to UFV as the first year of the Media Arts program. The Academic Vice President of NVIT invited this relationship between the two institutions, saying that she felt the students from NVIT would benefit from having a program closer to the interior of the province than Emily Carr, where many students now transfer. The residences would offer housing. If the degree is approved, this transfer arrangement will be formalized, and NVIT transfer students given a high priority in terms of admission. The transfer agreement is in draft form, and will be formalized once the degree is approved.

There is also a commitment to find, when we can, projects for students for the capstone courses which involve work for Indigenous communities. This would be useful to all students, but particularly to Aboriginal

Students, who could work on projects in their own communities.

As this degree develops over time, short programs will develop which reflect different 'pieces' of the Media Arts field – documentary film, animation arts, editing, and so on. These short programs, planned to be intensive summer offerings at times, will be offered to all students, but may be particularly useful to Aboriginal artists as transition programs into the degree. Projects like the Lens of Empowerment Project, which gave a voice to Indigenous artists and their experience, could be supported and facilitated within the Media Arts degree.

## **5. Learning Methodologies/Program Delivery**

The courses will be delivered in the standard lecture and studio format. Some are available online. We will take advantage of the summer months and the availability of the UFV residences to run intensive short programs focused on particular aspects of media production to meet the needs of local industry and students. We anticipate interest in filmmaking, animation, interactive game design, and journalism.

## **6. Admissions and Transfer/ Residency**

Some students will come to us with skills that they have built elsewhere. The degree offers the chance for students who have done on-the-job training, private-sector training, or short programs in the public sector, or who have developed skills on their own in the digital media, to complete a degree with PLAR credit for the skills they already have.

It will be possible for students with extensive experience in either the practice or theory of digital communication to have this experience considered when they apply to the program. If they can establish through a portfolio that they can meet the basic requirements for either the practice or theory components of the program, then their experience may be granted block credit. This kind of credit will be granted on a case-by-case basis by the program committee using agreed upon criteria to ensure the highest degree of fairness in the selection process.

Transfer discussions with several college and private-sector programs are underway, and will be finalized when the degree is approved. Discussions are also underway with the Nicola Valley Institute of Technology to allow students to transfer from that institution into the second year of the degree.

There is a high level of interest from foreign students, an interest reflected in the many training programs for the new media springing up all over the world. UFV International has received many enquiries from students and foreign post-secondary institutions looking for transfer and partnership possibilities. Discussions regarding international partnerships will be pursued more vigorously when the degree is implemented, but initial interest has already been expressed by institutions in Europe and Asia. Appendix 7 contains information on international trends in foreign-student enrolments, revealing a strong swing toward mass and digital media studies among students from all over the world; this interest is confirmed by a letter from Ravi Phillips, recruiter from UFV International (Appendix 2). Opportunities to study abroad will be explored once the program is approved.

Courses are all drawn from existing UFV courses, with existing transfer arrangements, with the exception of two experiential capstone courses. The degree has a 25% residency requirement.

Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined below, and must also submit a portfolio. The content and nature of the portfolio will be outlined in guidelines provided after application, and may be discussed with the educational advisor.

Students with complete credentials at the diploma level or better (Associate Degrees, Diplomas, Major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority admission for the first three years after the program is implemented. Students with credentials requiring 60 credits or more from other institutions will be admitted next. Students meeting the entry requirements below will be admitted next, in an order determined by an assessment of their portfolios and their grades.

In the fourth year after implementation, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.

**Option 1: High school (for students with high school graduation only)**

a. BC secondary school graduation or equivalent.

b. A minimum of a B average in English 12 and two other approved Grade 12 courses; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.

*Out-of-province applicants*

Students will be considered on the basis of courses equivalent to Approved BC Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to BC secondary school graduation.

*Out-of-country applicants*

Students who have BC secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

*Alternatives to high school graduation*

If you have completed the International Baccalaureate diploma program, the BC Graduation diploma (BC Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of BC secondary school graduation for admission purposes.

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

1. Prerequisite for ENGL 105 or CMNS 155.

2. One of the following alternatives:

Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.

or

A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Graphic and Digital Design, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized

Canadian or International post-secondary institution, with a minimum cumulative GPA of 2.0 (equated to the UFV grading scheme), calculated on all courses taken. Note: Students should be aware that not all courses taken in the diploma may apply to the Bachelor of Media Arts degree.

or

Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students may be admitted to, and be permitted to complete, the Media Arts degree if a minimum of 30 upper-level credits are completed at UFV. (Subject to Subsequent Degree Policy [98])

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the program committee may admit under these circumstances, but his or her decision is final, and there is no appeal. To apply for admission under Option 3, consult with the educational advisor.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#).

**When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted for entrance to the fall and winter semesters.

**7. Faculty**

The Media Arts program draws on faculty from all six collaborating disciplines. All faculty members have been hired through standard UFV hiring processes. New faculty members at UFV require a terminal credential in their disciplines, and all the disciplines have hired new faculty within the last five years. The founding programs are well established, with a range of upper- and lower-level offerings.

**8. Program Resources**

This degree consists of courses which are already available at UFV, with the exception of two courses unique to this curriculum, and one which has been approved but has not yet been offered (MACS 350). Two new linked capstone courses at the fourth-year level require students to collaborate on a major creative project. The outlines for these courses accompany this proposal for approval. The other course, MACS 350, focuses on the digital media industries in Canada. These courses will be offered by MACS from the existing budget.

The program will require resources as outlined in the chart below. Industry liaison is an important aspect of the program, as projects for students need to be set up with local companies. This function will be handled by the instructor of the two capstone courses, MACS 401 and 402.

No new faculty will be required for implementation. However, as the program grows, and retirements

allow for replacement faculty to be hired in the disciplines, some areas of expertise should be expanded, particularly where current expertise is hired at a sessional level. These areas include mobile digital applications in CIS and digital media theory in MACS.

An educational advisor dedicated to this program will be necessary as it grows. Helping students plan their courses will be critical to the success of the program. The advisor will also be involved with PLAR work, and helping the program committee to assess candidates for credit. The advisor will also work with International Education to assess foreign students for credit.

Some help at the program assistant level will be needed to coordinate timetabling and ensure that required courses are offered in a way that permits students to take them in a timely fashion. The program assistant will also provide much needed support to the program coordinator in marketing.

There will also be a need, as the program grows, to add technical support in the Educational Media Services area to take care of equipment and help students use it. Existing equipment is sufficient to launch the program. Staff needs are reflected in the outline below. Equipment purchases over the next five years in the collaborating disciplines will need to reflect a commitment to support these students with updated equipment.

There is considerable demand for the program among existing students, students enrolled in other programs. It is expected that during the first two years, students will transfer into this program. The admissions process for this degree reflects this reality, and allows students to move into the new degree easily by giving them preferential access.

Initial intake will be restricted to thirty students, with additional students admitted to reach a maximum of forty, until funding is available to offer more sections of critical courses.

|                   | YEAR 1                                                | YEAR 2                             | YEAR 3                                     | YEAR 4                             | YEAR 5                             |
|-------------------|-------------------------------------------------------|------------------------------------|--------------------------------------------|------------------------------------|------------------------------------|
| ADMISSIONS        | Admit 30 (20 domestic, 10 international)              | Admit to a maximum enrolment of 40 | Admit to a maximum enrolment of 40         | Admit to a maximum enrolment of 40 | Admit to a maximum enrolment of 40 |
| SECTIONS*         | No additions                                          | No additions                       | No additions                               | No additions                       | No additions                       |
| ADMINISTRATION    | 1 section – coordination, marketing                   | No addition                        | No addition                                | No addition                        | No addition                        |
| ADVISING          | .25 Educational Advising Position                     | No addition                        | No addition                                | No addition                        | No addition                        |
| ADMIN SUPPORT     | .25 Staff Position                                    | No addition                        | .25 Staff Position                         | No addition                        | No addition                        |
| TECHNICAL SUPPORT |                                                       | No addition                        | .25 Staff Position                         | No addition                        | No addition                        |
| TOTAL**           | 1 section<br>.50 Staff/Educational Advising Positions |                                    | .50 Staff/Administrative Support Positions | No addition                        | No addition                        |

\* Additions for each year are noted, assuming that previous additions continue

\*\* New resources required each year

The library collection is sufficient for the students in the degree. Please see Appendix 5.

The degree will be offered as soon as it is approved, as the courses already exist. The three new courses



will be run immediately upon approval of the degree. As they are offered to students in the second year and beyond, they will be in place by the time students are ready to take them.

## **9. Program Consultation**

The program has been developed with widespread participation from faculty in six departments over a period of five years, as well as consultation with other disciplines in both arts and sciences, as well as several student support areas.

The curriculum planning group has also consulted several industry experts and scholars in the field (please see Appendix 2 for consultations and letters of support). Analyses of the training needs of workers in the field, reported by Human Resources Development Canada, the Cultural Human Resources Council, the MacArthur Foundation, European Planning Studies, Canadian Conference of the Arts (Centre of Expertise on Culture and Communities), DigiBC, and The Urban Land Institute, have also been used to clarify objectives and consider courses. Industry experts, artists, scholars, and local employers are very supportive, and have generously provided much advice as the degree has developed.



**APPENDICES FOR:  
Bachelor of Media Arts Degree**

**Appendix 1:  
Student Survey**

Over the spring of 2009, 1064 UFV students were surveyed regarding their interest in a Media Arts Degree. All UFV students were invited to complete the survey online, but paper-based surveys were also handed in classes running in the disciplines collaborating to mount the degree.

The results of the survey indicate that students are very interested in the proposed Media Arts Degree.

125 students filled out the online survey, and 937 filled out the paper-based survey.

In response to the question “Would you be interested in a Bachelor of Media Arts degree” 452 students chose yes.

In response to the question “Would you be interested in a Bachelor of Media Arts with one or more concentrations?” 772 students responded by selecting concentrations in the following areas:

|                                                                                                                                    |     |
|------------------------------------------------------------------------------------------------------------------------------------|-----|
| Interactive Media: games, virtual realities, interactive sites                                                                     | 251 |
| Text and Publishing Studies: electronic, publishing blogs, technical writing, journalism, any text-based production for the screen | 298 |
| Film and Screen Studies: film, computers, television                                                                               | 412 |
| Theater and Performance Studies: the production and study of media in performance and performance in media                         | 221 |
| Cultural and Media Studies: the relationship between the media and popular culture                                                 | 403 |
| Cultural Administration: running cultural organizations and businesses                                                             | 214 |

Limitations: The survey was not a random survey. It was completed by students currently enrolled in related programs and courses. The relative popularity of different options, then, cannot be measured, as more students may have filled it out from one interest group as opposed to another. However, as a measure of sufficient interest to warrant a program, the survey results reveal a significant desire on the part of students to have this program in place.

It did not survey potential students, but rather current students. Thus the level of interest among potential students must be inferred from the interests of current students. As UFV captures most students in the catchment area, however, the results reveal that programming that is more fine-tuned to student interests would be welcome.

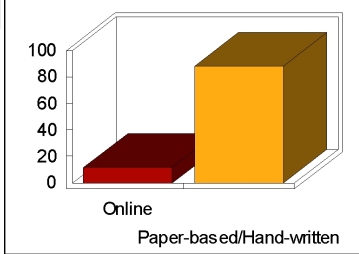
The list of possible Concentrations within the proposed media Arts degree was fine-tuned after the survey, so some options that students indicated an interest in were re-shaped after the survey, and some options that appear in the final degree do not appear in the list of option above. Cultural administration, for example, was omitted in the final degree proposal, though the results of the survey indicate a clear interest in this area. The curriculum planning group opted to look more closely at this area after the Media Arts degree is in place, and consider the best way to shape a credential that would suit students who want this kind of emphasis. Interactive media production was added when it became clear from other consultations that this area would be popular

Finally, the same survey also questioned student interest in the proposed Bachelor of Fine Arts minors and extended minors, and many students indicated an interest in both degrees, with 875 responding positively to the question “Would you be interested in a Bachelor of Fine Arts with a major in Visual Arts and one minor?” and 840 responding positively to “Would you be interested in a Bachelor of Fine Arts with two extended minors?” The list of possible minors within a Fine Arts degree was significantly different from that provided for the Media Arts Degree, but some students clearly wanted either one degree or the other, and would enrol in whichever one most clearly represented their interests. The two degrees offer different options for future employment, and good advising for this degree, to ensure students can take the program most closely aligned with their goals, is very important.

## Detailed Item Analysis Report

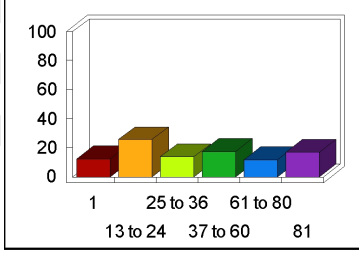
Startup Question: Are you completing this survey online or in a paper-based, hand-written format?

Mean: 1.88

| Response                 | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph                                                                               |
|--------------------------|-------|-------|---------|--------------|--------------------|--------------|-------------------------------------------------------------------------------------|
| Online                   | 1.00  | 125   | 11.75   | 11.75        | 11.77              | 11.77        |  |
| Paper-based/Hand-written | 2.00  | 937   | 88.06   | 99.81        | 88.23              | 100.00       |                                                                                     |
| <b>Total Valid</b>       |       | 1062  | 99.81   |              | 100.00             |              |                                                                                     |
| <b>Missing</b>           |       | 2     | 0.19    |              |                    |              |                                                                                     |
| <b>Total</b>             |       | 1064  | 100.00  |              |                    |              |                                                                                     |

Question 2: Please indicate your progress status. Including the courses that you are currently taking this semester, approximately how many credits have you completed?

Mean: 3.42

| Response           | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph                                                                                |
|--------------------|-------|-------|---------|--------------|--------------------|--------------|--------------------------------------------------------------------------------------|
| 1                  | 1.00  | 133   | 12.50   | 12.50        | 12.73              | 12.73        |  |
| 13 to 24           | 2.00  | 274   | 25.75   | 38.25        | 26.22              | 38.95        |                                                                                      |
| 25 to 36           | 3.00  | 146   | 13.72   | 51.97        | 13.97              | 52.92        |                                                                                      |
| 37 to 60           | 4.00  | 186   | 17.48   | 69.45        | 17.80              | 70.72        |                                                                                      |
| 61 to 80           | 5.00  | 126   | 11.84   | 81.30        | 12.06              | 82.78        |                                                                                      |
| 81                 | 6.00  | 180   | 16.92   | 98.21        | 17.22              | 100.00       |                                                                                      |
| <b>Total Valid</b> |       | 1045  | 98.21   |              | 100.00             |              |                                                                                      |
| <b>Missing</b>     |       | 19    | 1.79    |              |                    |              |                                                                                      |
| <b>Total</b>       |       | 1064  | 100.00  |              |                    |              |                                                                                      |

Question 4: Please indicate the community of your residence:

Mean: 2.72

| Response                        | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|---------------------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| 1                               | 1.00  | 469   | 44.08   | 44.08        | 44.25              | 44.25        |       |
| Chilliwack / Agassiz / Harrison | 2.00  | 215   | 20.21   | 64.29        | 20.28              | 64.53        |       |
| Mission                         | 3.00  | 74    | 6.95    | 71.24        | 6.98               | 71.51        |       |
| Hope                            | 4.00  | 13    | 1.22    | 72.46        | 1.23               | 72.74        |       |
| Langley / Aldergrove            | 5.00  | 148   | 13.91   | 86.37        | 13.96              | 86.70        |       |
| Surrey                          | 6.00  | 40    | 3.76    | 90.13        | 3.77               | 90.47        |       |
| Maple Ridge / Port Coquitlam    | 7.00  | 77    | 7.24    | 97.37        | 7.26               | 97.74        |       |
| Other Please Specify below      | 8.00  | 24    | 2.26    | 99.62        | 2.26               | 100.00       |       |
| <b>Total Valid</b>              |       | 1060  | 99.62   |              | 100.00             |              |       |
| <b>Missing</b>                  |       | 4     | 0.38    |              |                    |              |       |
| <b>Total</b>                    |       | 1064  | 100.00  |              |                    |              |       |

Question 5a: Would you be interested in a Bachelor of Fine Arts with a major in Visual Arts and one minor? (Please indicate all minors that interest you from the list below)

Mean: -

| Response                        | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|---------------------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Fashion                         | 1.00  | 158   | 14.85   | -            | 18.06              | -            |       |
| Graphic and Digital Design      | 2.00  | 306   | 28.76   | -            | 34.97              | -            |       |
| Art History                     | 3.00  | 270   | 25.38   | -            | 30.86              | -            |       |
| Creative Writing                | 4.00  | 443   | 41.64   | -            | 50.63              | -            |       |
| Media and Communication Studies | 5.00  | 383   | 36.00   | -            | 43.77              | -            |       |
| Theater and Performance         | 6.00  | 243   | 22.84   | -            | 27.77              | -            |       |
| <b>Total Valid</b>              |       | 875   | 82.24   |              | 100.00             |              |       |
| <b>Missing</b>                  |       | 189   | 17.76   |              |                    |              |       |
| <b>Total</b>                    |       | 1064  | 100.00  |              |                    |              |       |

Question 5b: Would you be interested in a Bachelor of Fine Arts with two extended minors? (Please indicate all minors that interest you from the list below)

Mean: -

| Response                        | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|---------------------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Fashion                         | 1.00  | 174   | 16.35   | -            | 20.71              | -            |       |
| Graphic and Digital Design      | 2.00  | 289   | 27.16   | -            | 34.40              | -            |       |
| Art History                     | 3.00  | 279   | 26.22   | -            | 33.21              | -            |       |
| Creative Writing                | 4.00  | 443   | 41.64   | -            | 52.74              | -            |       |
| Media and Communication Studies | 5.00  | 384   | 36.09   | -            | 45.71              | -            |       |
| Theater and Performance         | 6.00  | 232   | 21.80   | -            | 27.62              | -            |       |
| Visual Arts                     | 7.00  | 397   | 37.31   | -            | 47.26              | -            |       |
| <b>Total Valid</b>              |       | 840   | 78.95   |              | 100.00             |              |       |
| <b>Missing</b>                  |       | 224   | 21.05   |              |                    |              |       |
| <b>Total</b>                    |       | 1064  | 100.00  |              |                    |              |       |

Question 5c: Would you be interested in a Bachelor of Media Arts degree?

Mean: 1.56

| Response           | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|--------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Yes                | 1.00  | 452   | 42.48   | 42.48        | 43.80              | 43.80        |       |
| No                 | 2.00  | 580   | 54.51   | 96.99        | 56.20              | 100.00       |       |
| <b>Total Valid</b> |       | 1032  | 96.99   |              | 100.00             |              |       |
| <b>Missing</b>     |       | 32    | 3.01    |              |                    |              |       |
| <b>Total</b>       |       | 1064  | 100.00  |              |                    |              |       |

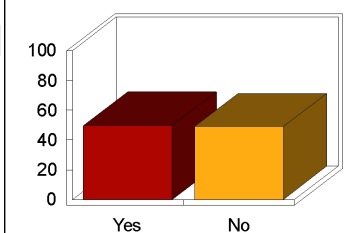


Question 5d: Would you be interested in a Bachelor of Media Arts with one or more concentrations? (Please select all that interest you from the list below):

Mean: -

| Response                                                                                                                      | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|-------------------------------------------------------------------------------------------------------------------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Interactive Media games virtual realities interactive sites                                                                   | 1.00  | 251   | 23.59   | -            | 32.51              | -            |       |
| Text and Publishing Studies electronic publishing blogs technical writing journalism any text-based production for the screen | 2.00  | 298   | 28.01   | -            | 38.60              | -            |       |
| Film and Screen Studies film computers television                                                                             | 3.00  | 412   | 38.72   | -            | 53.37              | -            |       |
| Theater and Performance Studies the production and study of media in performance and performance in media                     | 4.00  | 221   | 20.77   | -            | 28.63              | -            |       |
| Cultural and Media Studies the relationship between the media and popular culture                                             | 5.00  | 403   | 37.88   | -            | 52.20              | -            |       |
| Cultural Administration running cultural organizations and businesses                                                         | 6.00  | 214   | 20.11   | -            | 27.72              | -            |       |
| <b>Total Valid</b>                                                                                                            |       | 772   | 72.56   |              | 100.00             |              |       |
| <b>Missing</b>                                                                                                                |       | 292   | 27.44   |              |                    |              |       |
| <b>Total</b>                                                                                                                  |       | 1064  | 100.00  |              |                    |              |       |

Question 5e: Although there are no plans for the immediate future, would you be interested in courses focused on music? Mean: 1.50

| Response           | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph                                                                               |
|--------------------|-------|-------|---------|--------------|--------------------|--------------|-------------------------------------------------------------------------------------|
| Yes                | 1.00  | 527   | 49.53   | 49.53        | 50.38              | 50.38        |  |
| No                 | 2.00  | 519   | 48.78   | 98.31        | 49.62              | 100.00       |                                                                                     |
| <b>Total Valid</b> |       | 1046  | 98.31   |              | 100.00             |              |                                                                                     |
| <b>Missing</b>     |       | 18    | 1.69    |              |                    |              |                                                                                     |
| <b>Total</b>       |       | 1064  | 100.00  |              |                    |              |                                                                                     |

**Appendix 2:  
Consultations & Letters of Support**

**Consultations Regarding the Bachelor of Media Arts Curriculum**

Many people were consulted as the curriculum was developed to ensure it met the needs of creative workers in the digital sector. Some of these are listed below.

Rod Thompson, former publisher with the Canwest News Group, meeting, October 17, 2008

Marlyn Graziano, Editorial Director for the CanWest Community newspaper Group, meeting, March 17, 2008

Wenona Victor, Consultant and Researcher, Aboriginal issues, meeting, January 23, 2009

Justin Goodrich, Broadcaster, comments regarding the importance of business courses, PLAR, and new business start-ups in the Fraser Valley, solicited report, Fall, 2008

Bill Henderson, Off-Load Studios, avatar designer, game designer, and former high school new media teacher, meeting, December 3, 2008

Rose Spahan, Visual Artist, Instructor at Emily Carr Institute of Art and Design, freelance artist and curator, and consultant on Aboriginal Arts, meeting, March 12, 2009

Shirley Hardman, Senior Advisor on Aboriginal Affairs, meeting, University of the Fraser Valley, March 12, 2009

Doreen Manual, Coordinator of Indigenous Independent Digital Film Production at Capilano University, filmmaker (Running Wolf Productions), bead artist, journalist, instructor in Aboriginal Film History, meeting, March 12, 2009

Archie Pechawis, New Media Artist/Performer/publisher of Red Wire Magazine/curator, meeting, March 12, 2009

Kim Gill, 3D Artist with Relic Games, Telephone interview, April 8, 2011

Some of those consulted wrote letters of support, which are listed below.

**Letters of Support Provided for the Media Arts Degree**

Allan Asaph, Executive Director, Abbotsford Chamber of Commerce

Richard Smith, Director, Centre for Digital Media

Kevin Gemmell, President, Chilliwack Chamber of Commerce

John Janson, President, Chilliwack Economic Partners Corporation

Jay Teichroeb, General Manager, Economic Planning & Development, City of Abbotsford

Sharon Gaetz, Mayor, City of Chilliwack

Rick Rake, Owner, Click Media Works

James Atebe, Mayor (2005, 2008-2011), District of Mission

Peter Clayton, Instructor, Communications, Douglas College

Marv Newland, Director, International Rocketship Limited

Bill Henderson, Creative Director, Offload Studios

Sharon Josephson, Former Chair, Communications Department, Okanagan College

Tom Calvert, Professor Emeritus, School of Interactive Arts & Technology, Simon Fraser University

Kevin Gemmell, Station Manager, CHWK FM – 89.5 The Hawk

Bill Strom, Instructor, Media & Communications, Thompson Rivers University

Carlos Vidal, President, Student Union Society, University of the Fraser Valley

Ravi Phillips, Head of International Marketing, UFV International, University of the Fraser Valley

Marshall Soules, Former Chair, Media Studies Department, Vancouver Island University

Rob Neil, Department Head, Fine Arts, WJM Mouat Secondary School, Abbotsford



February 24, 2012

Pauline Potocky  
Program Development Assistant  
Program Development Office  
University of the Fraser Valley  
33844 King Rd.  
Abbotsford, BC V2S 7M8

Re: Bachelor Degree Program in Media Arts

Dear Ms. Potocky:

The Abbotsford Chamber of Commerce is pleased to offer our unqualified support for the proposed Media Arts degree at the University of the Fraser Valley.

The Chamber has a long history of community support for the University and the contribution it makes to our community. Programs such as this, which offer students a popular alternative to relocation to Vancouver, not only save students money but allow us to retain them as a valuable asset to our community.

By providing local students with the opportunity to build their skills required for the digital media and entertainment industries the degree will help to prepare Valley students for the emerging digital economy. This will encourage the development of an important sector of the local economy by creating a skilled local labour force.

The presence of a local skilled labour force will encourage new media businesses to locate themselves in the Valley, and will serve the needs of the many established businesses in the Valley as well. We offer our support and encouragement for this initiative, and encourage the rapid completion of the approval process to get this degree in place as soon as possible.

Yours sincerely,

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

Allan Asaph  
Executive Director

Richard Smith  
Director, Centre for Digital Media

Mon 11/7/2011 1:08 PM

Cheryl,

I've reviewed the MAD program and it appears sound to me. I like that it emphasizes production skills but doesn't leave behind conceptual or theoretical aspects. The theory will be important because new media is evolving so rapidly that hard skills learned one year are quickly obsolete. The students will need critical thinking skills to know what to learn next, understand the implications of changes in the industry, and in particular have insight into how digital media can be used in the future or on a problem that they encounter.

In terms of a relationship with the Masters of Digital Media program at the Centre for Digital Media, I believe graduates of this program would be well suited to our school and I look forward to working with you to ensure that they know about our program and how to apply. I would like to be able to send our recruiter out to the school once a year to inform students about the benefits of a professional graduate degree in digital media.

In terms of collaboration, we do a number of sponsored projects each year. We already have an informal collaboration with UBC's School of Computer Science where one or two senior undergraduate students each term join one of our teams. It provides them with a "behind the scenes" view of what goes on in graduate school and helps round out our teams with new faces and ideas. I would be interested in speaking with you about a similar program for your senior undergrads.

...r

--

Director, Centre for Digital Media  
577 Great Northern Way, Vancouver V5T 1E1  
T: 778 370 1012 E: [smith@gnwc.ca](mailto:smith@gnwc.ca) <http://mdm.gnwc.ca>

 **CENTRE FOR DIGITAL MEDIA**  
MASTERS OF DIGITAL MEDIA PROGRAM | GREAT NORTHERN WAY CAMPUS



February 13, 2012

Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley  
Chilliwack Campus  
bruce.kirkley@ufv.ca

Dear Bruce:

The Chilliwack Chamber of Commerce is pleased to offer support for the proposed **Media Arts degree at the University of the Fraser Valley.**

By providing local students with the opportunity to build the skills required for the digital media and entertainment industries, the degree will help to prepare valley students for the emerging digital economy. This will encourage the development of an important sector of the local economy by creating a skilled local labour force.

The presence of a local skilled labour force will encourage new media businesses to locate in the Valley, and will serve the needs of the many established businesses in the Valley as well. We offer our support and encouragement for this initiative, and encourage the rapid completion of the approval process to get this degree in place as soon as possible.

If you have any questions, please call me at (604) 795-2429 or email [president@chilliwackchamber.com](mailto:president@chilliwackchamber.com).

Sincerely,

A handwritten signature in black ink, appearing to read 'KE - A'.

Kevin Gemmell  
**President**  
**Chilliwack Chamber of Commerce**  
[www.chilliwackchamber.com](http://www.chilliwackchamber.com)





Chilliwack Economic  
Partners Corporation  
#201-46093 Yale Road  
Chilliwack, B.C.  
V2P 2L8 Canada

Telephone: 604-792-7839  
Fax: 604-792-4511  
Toll Free: 1-800-561-8803  
Web Site: [www.chilliwackpartners.com](http://www.chilliwackpartners.com)  
E-mail: [cepco@chilliwackpartners.com](mailto:cepco@chilliwackpartners.com)

March 15, 2011

Cheryl Dahl  
Program Development Coordinator, Faculty of Arts  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC M2S 7M8

Dear Cheryl:

**RE: University of the Fraser Valley Media Arts Degree**

On behalf of Chilliwack Economic Partners Corporation (CEPCO) and the Chilliwack Film Commission (a subsidiary of CEPCO), we are pleased to provide full support of the new Media Arts Degree at the University of the Fraser Valley (UFV).

We are excited that UFV will be providing a program that brings together many disciplines, such as computer information systems, English, media and communication studies, professional communication, theater, and visual arts. We believe that this degree will provide students with the skills required for businesses in the digital media and entertainment industries.

The new Media Arts Degree will provide a trained labour force for the digital media industries in the Fraser Valley. The Lower Mainland and the Fraser Valley are the hubs of digital media work, providing services to the film and gaming industries, among others. It is a rapidly growing employment sector with excellent opportunities.

Having a trained labour force would assist to attract digital media and entertainment companies that are clean, creative and visible, with benefits to a diversity of existing industries. It would help Chilliwack become a hub of creative work – the kind of work that helps to build cultural infrastructure and vibrant cities. CEPCO and the Chilliwack Film Commission believe that a talented labour pool will enhance our efforts to attract digital media and entertainment businesses to Chilliwack and the Fraser Valley.

We look forward to working with UFV to develop this exciting new degree in Chilliwack and the Fraser Valley.

Sincerely,

A handwritten signature in black ink, appearing to read "John Jansen", is written over a horizontal line.

John Jansen  
President

NT:mg

**WORKING  
AND WALKING  
WITH BUSINESS...**  
*every step of the way.*



February 2, 2012

University of the Fraser Valley  
**ATTN: Cheryl Dahl**  
**Program Development Coordinator**  
33844 King Rd.  
Abbotsford, BC V2S 7M8

Dear Cheryl:

**Re: Letter of Support for Media Art Degree at the University of the Fraser Valley**

The City of Abbotsford is pleased to offer support for the proposed Media Arts degree at the University of the Fraser Valley.

The degree will help to prepare Valley students for the emerging digital economy, and will encourage the development of an important sector of the local economy by creating a skilled local labour force. The City of Abbotsford is actively pursuing opportunities in film and digital media, and commends the University of the Fraser Valley for providing local students with the opportunity to build their skills in this critical area.

The presence of a local skilled labour force will encourage new media businesses to locate themselves in the Valley, and will serve the needs of the many established businesses in the Fraser Valley region as well. In addition, graduates will contribute to the vibrant cultural activities of surrounding communities. We offer our support and encouragement for this initiative, and encourage the rapid completion of the approval process to get this degree in place as soon as possible.

Yours truly,

Jay Teichroeb, General Manager  
Economic Development and Planning Services  
City of Abbotsford



**CITY OF CHILLIWACK**  
**OFFICE OF THE MAYOR**

December 23, 2011

To Whom It May Concern,

**RE: Support for Bachelor of Media Arts Program at the University of the Fraser Valley**

I am writing in support of the Bachelor of Media Arts Program as an addition to the curriculum at the University of the Fraser Valley (UVF). I believe that providing a broad range of vocational studies is important to any university. The world is changing and media arts have become a part of our everyday lives. Offering this course in our Fraser Valley Communities will assist us in our goal to build cultural infrastructure, vibrant communities and new employment possibilities.

It is my understanding that the Bachelor of Media Arts Program is the result of a five year collaboration between the disciplines of Media and Communication Studies, English, Visual Arts, Computing Information Systems, Theatre, and Professional Communications. This Media Arts program will help people prepare for work in the new digital cultural industries, including film, web design, advertising, journalism, e-commerce, game design, and many other emerging occupations.

I believe that it will benefit the economies of Chilliwack and our neighbouring communities by increasing the skilled workforce in the Valley and in turn, advancing existing industries and helping to attract digital media companies to our area.

The School District in Chilliwack has laid the groundwork for achievement and career in these areas. GW Graham, Sardis Secondary and FG Leary Fine Arts Elementary School are a few of the schools that have offered courses in these disciplines and had the foresight to plan for our Province's future in these areas. Offering this program would allow a natural progression to greater learning and thus strengthen our economy and provide much needed opportunity.

An additional benefit to our communities would be that students would not have to travel to Vancouver for their studies. This would help with transportation and accommodation costs for them and greatly reduce our carbon footprint.

I strongly urge you to please consider allowing the addition of the Bachelor of Media Arts Program at UVF.

Warm regards,

A handwritten signature in black ink, appearing to read 'Sharon Gaetz'.

Sharon Gaetz  
Mayor

8550 Young Road, Chilliwack, British Columbia V2P 8A4  
Phone: (604) 792-9311 Fax: (604) 792-2561

Jan. 1, 2012

To whom it may concern:

The world of media has changed, and the University of the Fraser Valley (UFV) is certainly keeping up with the real-world leaps and bounds the industry is experiencing by offering a degree program which will, in my humble opinion as a long-time newspaper editor, be the envy of the university community in Canada.

Just look at the quality of the Bachelor of Media Arts course offerings UFV is proposing, everything from writing and film-making to digital graphics and web publishing. It's inspiring.

Today's communications specialist, be they a journalist, a public relations expert, a digital story-teller, a media production manager, a programmer or a visual artist, requires a strong foundation of media knowledge so they begin their careers with a toolbox of contemporary skills that are attractive to media and communications employers.

When I began my media career more than 30 years ago, there were no InDesign programs, no websites, no multi-channel news systems, no crossing of the lines between marketing and news. A good grasp of the English language, fast fingers on a manual typewriter, great interviewing skills and a strong knowledge of stylesheets, ethics, political science and media history would get you hired.

Today, employers want multi-talented self-starters with fire in their bellies and a writing talent so refined that little time is lost between the first Tweet and Facebook post to the finished long-version copy of a story for the next day's media edition or the next hour's web page update.

I like the fact that the Media Arts Degree program proposed for UFV will help Fraser Valley communities become hubs of creative work which in the fine words of UFV program development coordinator Cheyrl Dahl, "helps to build cultural infrastructure, vibrant cities and new employment possibilities."

My excitement for the Bachelor of Media Arts degree program is evident. I wish the program existed during my 12 years as editor of the Abbotsford News so I could have hired more students from the Fraser Valley for internships and fulltime media positions.

Already our community features established legacy and online media, marketing and eCommerce employers that include UFV (communications), Fraser Health (communications), Vin65 (a world wine website and ecommerce producer), Relevance (marketing specialists), radio stations, specialized video producers, a world-recognized 3D printing firm in Offload Studios Inc. (catering to Disney, Pixar, Smithsonian Institute), newspapers, magazines and other online entities. They need educated employees.

The UFV Media Arts degree proposal is one that will make a difference in the lives of many people in our region and beyond.

Please give UFV's excellent proposal your thoughtful consideration.

RICK RAKE — Owner of Click Media Works ([www.clickmediaworks.com](http://www.clickmediaworks.com)), former editor, Abbotsford News.

[rick@clickmediaworks.com](mailto:rick@clickmediaworks.com), [www.rickrake.com](http://www.rickrake.com)

7746 Pintail St., Mission, B.C., V2V 6H3 Cell: 604-302-9173 Home: 604-820-1109



**OFFICE OF THE MAYOR**

November 21, 2011

c/o Cheryl Dahl  
Program Development Coordinator  
Office of the Provost and VP Academic  
University of the Fraser Valley

To Whom It May Concern:

**Re: Letter of Support for the University of the Fraser Valley's proposed Bachelor's Degree in Media Arts**

The District of Mission is pleased to offer support for the University of the Fraser Valley's proposed Bachelor's degree in Media Arts. This program represents UFV's ongoing commitment to innovative programming that is not only current but future thinking. The pace of development in this area of technology is astounding and this degree will offer students the skills to continue to learn as new technologies and methods become available.

It is Mission's goal to expand local opportunities for post-secondary education and promote this area as a popular educational alternative to Vancouver. The addition of this new degree program at UFV is one more step toward achieving that objective.

Additionally Mission is actively promoting those activities which will attract clean industries such as film, animation, web design and e-commerce. The Media Arts degree program at UFV will help ensure that there is a skilled labour pool to draw from at the time they are required.

In closing, the District of Mission supports the University of the Fraser Valley's proposal for a Bachelor's degree in Media Arts. We believe that it will benefit our community, our residents and our economic development opportunities. We hope the application is well-received by the Minister of Advanced Education and that the time frame between the application process and program being available is as short as possible.

Yours truly,

James Atebe  
MAYOR

Douglas College  
Communications Program  
New Westminster Campus  
700 Royal Avenue  
New Westminster, BC  
V3M 5Z5

November 28, 2011

Dear Sir/Madam,

I'm writing in support of the proposed Media Arts Degree (MAD) at the University of the Fraser Valley. This is an exciting program that brings together some of the best elements of the university. As these elements are combined, the result will be a creative intellectual synergy.

Because the program combines critical media theory with hands-on new media production, it provides both current and future students with an effective combination of academic and applied skills. This will generate a dynamic learning environment where insight and creativity can be put into practice in the form of Canadian cultural production.

Media theory is an increasingly interesting field, but faces the challenge of keeping up with new media technology. This proposed degree program addresses this challenge head on. Students will not only be able to work with new media, but intelligently evaluate and participate in cultural/digital trends and possibilities within the wider society.

As the program develops direct ties with digital media and cultural industries, graduates will be able to take advantage of existing and emerging jobs. For those students who know where they want to go, and for those who have talent, intellectual drive and motivation, but have yet to find direction, MAD has a lot to offer.

I know the key people involved in the development of the Media Arts Degree. They are a hard-working and committed group who are committed to guiding and serving students. I also know MAD will be a success in the early years of its implementation, but that it also has great potential for institutional development as UFV moves forward as a newly designated university.

Please contact me if you have any questions or would like any further information

Yours truly,

Peter Clayton, M.A.

Instructor, Communications Program, Douglas College  
Tel: 604-527-5296 | email: claytonp@douglas.bc.ca



Marv Newland  
204, 2630 York Avenue  
Vancouver, British Columbia  
V6K 1E5

24FEB12

Attention: Cheryl Dahl  
University of the Fraser Valley  
Abbotsford, British Columbia

Regarding: Proposed Bachelor of Media Arts Degree program at University of the Fraser Valley.

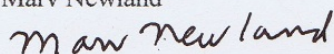
The proposal for creation of curriculum required to provide students of the University of the Fraser Valley with a Bachelor of Media Arts Degree is timely and important. Digital technologies are expanding throughout the world and are visible in all forms of media now in existence and certainly will be of even greater relevance in the future.

The Bachelor of Media Arts Degree courses proposed for UFV would provide a graduating student with the skills and background to enter into large scale television, gaming and special effects production studios. The courses in business, portfolio development and writing for the internet will also be vital to students entering smaller studios, or starting up their own production companies. Students interested in creating artistic work will also benefit from the basic technical courses and the grant writing courses.

As the so called Digital Age develops there is a trend toward smaller, streamlined production studios. Companies of one to five people are creating animation, websites, motion graphics and special effects for their own productions, for clients, or for larger production companies. These smaller studios also connect with similar studios, or individual contractors in other parts of the world via internet to create multi-platform products and to share information. In order to fit into this complex international environment a student must be equipped with historical and technical information and develop a creative, nimble and flexible attitude toward their involvement in the Media Arts.

Potential Media Arts students would not have to travel, or re-locate to educational institutions in larger centres if the proposed Bachelor of Media Arts program was offered by the University of the Fraser Valley. Upon graduation a student with this degree would be prepared to engage in professional media work in both local and international situations. I would support the University of the Fraser Valley developing curriculum to supply their students with a Bachelor of Media Arts degree.

Marv Newland



Director, International Rocketship Limited  
Animation production studio, Vancouver, Canada



**OFFLOAD  
STUDIOS**

February 15, 2012

Cheryl Dahl,  
Program Development Coordinator,  
University of the Fraser Valley  
33844 King Rd,  
Abbotsford, BC

Dear Cheryl,

On behalf of Offload Studios Inc., I am very pleased to offer our support for the proposed Media Arts degree at the University of the Fraser Valley. Offload Studios Inc. operates its main studio in Abbotsford, BC. Ours is a small studio that, over a few years, has gathered a world-wide reputation for producing the best 3D printed figurines using ZCorp powder printing technology. We have worked for the Smithsonian, Disney, Pixar, Lady Gaga's creative team, and many others. Most recently we have been instrumental in bringing 3d printing to the masses via our collaborative project with Kodama Studios – [myRobotNation.com](http://myRobotNation.com)

My support is also based on the past 30 years of working as an educator in Abbotsford, working specifically in New Media related curriculums since the early 1990s. I also had the opportunity to be a sessional instructor at UFV in the fall of 2010.

By providing local students with the opportunity to build their skills required for the digital media and entertainment industries the degree will help to prepare Valley students for the digital economy. This will encourage the development of an important sector of the local economy by creating a skilled local labour force.

The presence of a local skilled labour force will encourage new media businesses to locate themselves in the Valley, and will serve the needs of the many established businesses in the Valley as well. We offer our support and encouragement for this initiative, and encourage the rapid completion of the approval process to get this degree in place as soon as possible. Let's capture the next generation of Valley students, and provide them first class opportunities locally!

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Bill Henderson', with a long horizontal flourish extending to the right.

Bill Henderson  
Creative Director





December 14, 2011

Office of the VP Academic and Provost  
University of the Fraser Valley

Re: Bachelor of Media Arts

I am writing in support of the proposed Bachelor of Media Arts program at the University of the Fraser Valley. As the former Chair of the Department of Communications at Okanagan College, I recognize excellent curriculum when I see it.

The comprehensive nature of the Bachelor of Media Arts sets it apart from other programs in the field. The range of required and elective courses and the variety of available options will provide students with a degree of choice not available elsewhere. In addition, combined, the individual courses in the program will provide students a firm grounding in media theory as well as a unique opportunity to develop competencies in traditional fine and performing arts. Indeed, this careful balance, of theory and practice, of new and traditional, characterises the program overall.

The program is also characterised by its attention to the development of employable skills. For educators, the question "what can I do with this degree?" is perennial. Bluntly, students want to know that they will have a good chance of finding work after graduation. Yet few programs take on this concern to the degree to which this one does. Not only does it include core courses designed to develop skills in small business management, self-employment and life-long learning, and project management, it aims to help attract and support the creative digital industries to the region.

The program also offers a meaningful point of transfer to students from outside the region. My students at OC, for example, are often looking for alternatives to Vancouver when they transfer after two years here to complete their degree elsewhere. As such, even if the Bachelor of Media Arts simply replicated programming found in Vancouver—and it very clearly does not—it would still be of significant value. However, unique as it is, focused on both knowledge and skills, it will provide students an important educational choice. I look forward positively to the program's implementation.

Sincerely,

Sharon Josephson  
Department of Communications



School of Interactive Arts & Technology  
250 - 13450 – 102nd Avenue  
Surrey, BC V3T 0A3  
[www.siat.sfu.ca/](http://www.siat.sfu.ca/)

778.782.7410

15 December 2011

Ms. Cheryl Dahl  
Program Development Coordinator  
Office of the Provost and VP Academic  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC V2S 7M8

Dear Cheryl:

**UFV Bachelor of Media Arts**

I very much appreciated the opportunity to meet with you again and to learn in some detail about the proposed Bachelor of Media Arts degree at the University of the Fraser Valley. The proposal obviously reflects a lot of careful work by you and your colleagues. The result is a comprehensive and exciting degree program. You have my enthusiastic support with this.

One of the challenges in designing a digital media degree program is to provide an appropriate balance between arts and design, the humanities, social sciences and of course the technology (Computing Science). Your proposed curriculum does this very well. The other strength of the proposed degree is that it allows students to specialize in quite a number of different areas – this is possible through the participation of different cognate programs already offered at UFV. As I mentioned to you, the only possible concern about having so many areas of specialization is that students will likely need advice on which option is best for them.

The graduates of this program are likely to find multiple career opportunities. Not only are there a growing number of digital media companies (animation, games, etc) in BC but many, many enterprises (both companies and public sector agencies) are recruiting digital media specialists. The graduates of your program can meet this need and help to build knowledge based creative industries in the Fraser Valley.

<LastName> <Firstname>

<Date>

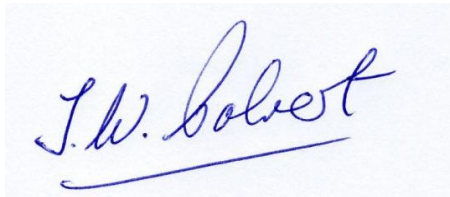
1 / 2

One of the strengths of your proposed program is that it not only provides students with a solid background in art/design, communication and digital technologies but it also gives students experience in teamwork. Further, it helps them to learn how to balance personal accountability and social responsibility with their technical and artistic skills. This will all help them to “hit the road running” when they leave the university.

Some of your graduates are likely to seek post-graduate programs – either immediately after they complete their bachelor degrees or after some time working. Some of your graduates may find the research masters offered by the SFU School of Interactive Arts and Technology in Surrey to be attractive. Others may prefer the more professionally oriented Master of Digital Media degree offered by at the Great Northern Way Campus in Vancouver to be a better fit. In my judgment, good graduates from your program are likely to be strong candidates for admission to either of these programs.

As stated above, your proposal has my strong support. Let me know if I can be of any assistance.

Sincerely,

A handwritten signature in blue ink, reading "J.W. Calvert", with a horizontal line underneath.

Tom Calvert, Ph.D., P.Eng.  
Professor Emeritus

<LastName> <Firstname>

<Date>

2 / 2



**CHWK FM – 89.5 The Hawk**

Box 589 – Station Main  
Chilliwack, BC  
V2P 7V4

February 13, 2012

Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley  
Chilliwack Campus  
bruce.kirkley@ufv.ca

Dear Bruce:

89.5 The Hawk – CHWK FM is pleased to offer support for the proposed **Media Arts degree at the University of the Fraser Valley.**

By providing local students with the opportunity to build the skills required for the digital media and entertainment industries, the degree will help to prepare valley students for the emerging digital economy. This will encourage the development of an important sector of the local economy by creating a skilled local labour force.

The Broadcast industry has changed over the past ten years requiring our employees to not only be effective communicators but have a digital background to effectively reach our target market. The current market conditions make it tough to find truly qualified individuals therefore a program like this will open up new doors for prospective employees.

Further, the presence of a local skilled labour force will encourage new media businesses to locate in the Valley, and will serve the needs of the many established businesses in the Valley as well. We offer our support and encouragement for this initiative, and encourage the rapid completion of the approval process to get this degree in place as soon as possible.

If you have any questions, please call me at (604) 795-2429 or email [kevin@895thehawk.com](mailto:kevin@895thehawk.com).

Sincerely,

Kevin Gemmell  
**Station Manager & General Sales Manager**  
**89.5 The Hawk – CHWK FM**  
**A division of FABMAR Communications Ltd**  
[www.895thehawk.com](http://www.895thehawk.com)



CHWK FM – Chilliwack British Columbia  
P: 604.795.2429 F: 604.795.9472  
[www.895thehawk.com](http://www.895thehawk.com)

Education. Transformation. **IMPACT.**



November 30, 2011

Eric Spalding, Ph.D.  
Social, Cultural and Media Studies  
University of the Fraser Valley  
33844 King Road  
Abbotsford BC V2S 7M8

**Re: Letter of support for the proposed UFV Bachelor of Media Arts degree**

Dear Eric and UFV Colleagues,

It is my pleasure to write a letter of support for the proposed UFV Bachelor of Media Arts degree. Eric and I have served on the Media and Communication Studies Articulation Committee and I have come to respect him and the UFV programs.

My general opinion is that the proposed degree brings together diverse studies to create focused concentrations around a shared core which should prove invigorating and stimulating for students. The program reflects the ubiquitous and eclectic nature of digital culture without fumbling important critical paradigms and skills for engaging it. The breadth of theoretical and practical coursework should prepare students to enter media arts fields with up-to-date knowledge and long-term values for life-long learning and adaptation. My congratulations to everyone who contributed to this creative, innovative, and robust proposal.

I find the rationale for this program convincing in that it distinguishes the Bachelor of Media Arts from existing UFV programs which may address these topics but do not appreciate the full dynamic of our new digital economies and modes of communication. The program's marriage of critical theory, skills and teamwork will prepare students for the ever-evolving digital career landscape. The degree should prepare students for immediate employability as well as long term learning as future technologies will require problem solving of a new order.

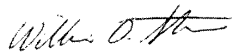
The use of concentrations is a wise and flexible feature. These streams will allow students to gravitate toward distinct areas of interest where they are genuinely motivated to learn rather than be forced to abide by a cookie-cutter curriculum that may prove drudgery. Yet despite these concentrated streams, the core courses of business, writing, critical theory, law, and media studies will build a foundation for the streams, and also develop a shared language and skill set on which to specialize.

Strom, p. 2

A major strength of the proposed degree is its recognition of students as vocationally minded and professionally oriented. Courses in portfolio development, professional development and practices, and integrated projects help students bridge the gap between academic life and work world expectations. The collapsing of organizational hierarchies today depends on the creative contribution of peers who are comfortable with team-based problem solving, and this degree appears to address this new workplace reality.

For reasons noted above, I am supportive of the proposed program. It represents a creative solution to the challenge of educating students in the media arts while building on the strengths of existing courses across the UFV campus.

Sincerely,

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

Bill Strom, Ph.D.  
Professor of Media + Communication  
Trinity Western University  
7600 Glover Rd.  
Langley, BC V2Y 1Y1



**STUDENT UNION SOCIETY OF UFV** OFFICE OF THE PRESIDENT

ABBOTSFORD CAMPUS C1015 33844 King Road, Abbotsford, B.C., V2S 7M8 p.604.864.4613  
CHILLIWACK CAMPUS G133 45635 Yale Road, Chilliwack, B.C., V2P 6T4 p.604.792.2825

Cheryl Dahl  
Program Development Coordinator  
Office of the Provost and Vice-President, Academic  
University of the Fraser Valley

January 25, 2012

**RE: SUPPORT FOR MEDIA ARTS DEGREE AT UFV**

Dear Cheryl Dahl,

On behalf of the Student Union Society at UFV, I am writing to express support for the proposed Media Arts Degree. UFV students based in Chilliwack and Abbotsford need access to educational opportunities that will lead to positions in the growing field of media production; the Media Arts Degree will prepare students for careers in the information economy at a time when high-paying jobs in other sectors such as manufacturing seem to have peaked.

The changing face of university students and changing model of studies at university make it difficult for students in Abbotsford, Chilliwack and north of the Fraser River to attend the larger, research-focused universities in BC's urban centres. The median age of a UFV student is over 25, and many have family as well as work obligations that they must manage alongside their university studies. The opportunity to earn a degree locally would facilitate the mature learner's efforts to upgrade skills or change careers.

Programs offered in Vancouver, Burnaby or the SFU campus in Surrey would require a great deal of commuting for students living within UFV's catchment area; Enabling local study for these students would ease traffic congestion on routes within the Lower Mainland and as well as reduce the environmental impact of student commuters forced to travel to distant campuses instead of engaging in study at a local institution.

The Student Union Society wishes you every success with the Media Arts Degree proposal.

Sincerely,

**Carlos Vidal**

*President, UFV Student Union Society*

[president@ufvsus.ca](mailto:president@ufvsus.ca)

[ufvsus.ca](http://ufvsus.ca)

Mon 11/7/2011 12:21 PM

Hi Cheryl;

I can give you some information on the markets where this program will be popular and we could get some students.

In my opinion, this program will have good appeal in the following countries where we recruit international students. In the last few years I have been recruiting there and have got quite a few inquiries for a Bachelor in media program from these markets.  
Our main market for this program will be Eastern European countries where the level of English is quite high, Czech republic, Latvia, Lithuania and Russia ( though we might get some Russian students who might need some English upgrading)  
There might be good interests from students from the Middle East, especially Dubai ( mainly from students attending American , British or International schools) also from Qatar, Kuwait ,Morocco and Egypt.

We might not get many students from our traditional big markets like India or China but there might be some interest from India. Not sure about China as this program will require high language proficiency.

Another way to boost recruitment for this program will be do articulate this program with an overseas institution offering similar program this will get us good number of credit transfer students every year. Similar programs are being offered in institutions in Malaysia , India , Morocco and Dubai we could develop articulation agreements with these institutions, this would guarantee a regular flow of international students in year 3 and 4. I can send you list of institutions offering similar program overseas.

In short we could some applications from the following markets;

Europe; Czech republic, Latvia, Lithuania, Ukraine and Russia  
Asia; India, Malaysia  
Middle East: U.A.E, Qatar, Kuwait  
Africa: Morocco, Egypt, Kenya, Ghana.

Hope this information is of help.

Best Regards,

Ravi Philips  
Head- International Marketing ( Asia, Middle East, Africa)  
UFV International  
University of the Fraser Valley  
33844-King Road  
Abbotsford, British Columbia  
Canada  
V2S 7M8



**Marshall Soules, PhD.**

Soules Consulting Ltd.  
5092 Brenton-Page Road,  
Ladysmith, BC V9G 1L6  
[marshall.soules@gmail.com](mailto:marshall.soules@gmail.com)  
250-245-9904

22 November 2011

Dr. Eric Spalding  
Social, Cultural and Media Studies  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC  
V2S 7M8

Proposed Bachelor of Media Arts, UFV

Thank you for the opportunity to respond to your proposed Bachelor of Media Arts degree. The material you sent provides a detailed overview of the proposed program, its various concentrations, and its rationales.

This is a sound, timely, well-considered proposal that I can recommend with enthusiasm and confidence. It is similar to the BA Major in Digital Media Studies we developed at Vancouver Island University and had approved in 2008, so I am familiar with the disciplinary territory it covers. As we discovered, employment market analysis confirms the significance of this emerging field and, indeed, of Communication Studies in general.

The proposed curriculum of study is broad in possibility and will provide students with many options through a variety of concentrations and elective courses. This breadth of coverage will appeal to students - and makes good use of existing resources – though I worry this breadth may compromise the focus of the learning outcomes and the intended goal of balancing theory and practice. Core competencies in this degree are storytelling, performance competence, ability to achieve high production values, and persuasion. I would suggest, therefore, that electives be offered strategically to develop these competencies with a high degree of focus. I am not well placed to evaluate individual courses without seeing course syllabi and assignments, and pass this comment along as a suggestion for your consideration.

From our experiences at VIU, the successful implementation of this degree will encounter predictable challenges: technical support (software, labs, technicians) and adequate opportunity for practice within the university setting. Achieving high production values requires adequate tech support, and it is important to develop strategies for digital production: lab access, laptop and software requirements, technical and research support. Funding *must* be realistically allocated for these purposes.

Bachelor of Media Arts 2

As noted above, the question of practice – as opposed to theory – can be addressed by the types of assignments required in a given course, opportunities for students to contribute to creative productions, and work placement. We discovered, as well, many possibilities for collaborating across disciplines where students provide production expertise for other faculties.

This is an exciting and challenging degree proposal. I believe UFV is well-positioned to deliver on its promise, and to make a virtue of its location in the Fraser Valley. Existing courses in Communication Studies and related disciplines at UFV - and the commitment of its faculty over the years to leadership in this area - suggest the wealth of experience and expertise you will bring to the delivery of this new degree. Let me close by offering my sincere commendation for your hard work and leadership.

Best regards,

*Marshall Soules*

Dr. Marshall Soules  
Honorary Research Associate  
Former Chair, Media Studies Department  
Vancouver Island University  
900 Fifth Street  
Nanaimo, BC V9R 5S5

Thu 12/8/2011 10:29 AM

Hi Cheryl,

I am writing this short e-mail in support of UFV's new proposed bachelor's degree in Media Arts. Having had an opportunity to read the overview of the degree it looks like a degree that will be valuable for students looking for a career in the ever changing world of communications. The broad scope of the courses available will offer the needed flexibility for jobs of the future. Working as a classroom teacher I have many students ask me advice on what courses to take at a University and this new degree will be one that I recommend.

Thanks,

Rob Neil  
Dept. Head Fine Arts,  
W.J.M. Mouat Secondary  
604-853-8313

**Appendix 3:  
Media Arts Programs in British Columbia**

|                                             |                                                                                                                                              |                                                                                                                                                                                                         |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emily Carr<br>University of Art +<br>Design | -Bachelor of Design in<br>Communication &<br>Design, Interaction<br>Design<br>-Bachelor of Fine Arts,<br>Film, Video &<br>Integrated Media   | <a href="http://www.ecuad.ca/programs/undergrad">http://www.ecuad.ca/programs/undergrad</a>                                                                                                             |
| Simon Fraser<br>University                  | -Bachelor of Arts or<br>Science with Media<br>Arts Concentration,<br>Design Concentration,<br>Informatics<br>Concentration                   | <a href="http://www.siat.sfu.ca/undergrad/degrees/">http://www.siat.sfu.ca/undergrad/degrees/</a>                                                                                                       |
| Vancouver Island<br>University              | -Bachelor of Arts,<br>Digital Media Studies                                                                                                  | <a href="http://www.viu.ca/calendar/UniversityDegreeCompletion/bamajorsminors/digitalmedia.asp">http://www.viu.ca/calendar/UniversityDegreeCompletion/bamajorsminors/digitalmedia.asp</a>               |
| North Island<br>College                     | -Advanced<br>Communication<br>Design Diploma<br>-Communication<br>Design Diploma                                                             | <a href="http://www.nic.bc.ca/programs/default.aspx">http://www.nic.bc.ca/programs/default.aspx</a>                                                                                                     |
| Okanagan College                            | -Media & Cultural<br>Studies Diploma                                                                                                         | <a href="http://webapps1.okanagan.bc.ca/ok/calendar/calendar.aspx?page=MediaAndCulturalStudiesDiploma">http://webapps1.okanagan.bc.ca/ok/calendar/calendar.aspx?page=MediaAndCulturalStudiesDiploma</a> |
| Selkirk College                             | -Digital Arts & New<br>Media Diploma                                                                                                         | <a href="http://selkirk.ca/programs/dmm/danm/">http://selkirk.ca/programs/dmm/danm/</a>                                                                                                                 |
| Art Institute of<br>Vancouver               | -Bachelor of Science,<br>Game & Arts Design<br>-Web Design and<br>Interactive Media<br>Diploma                                               | <a href="http://www.artinstitutes.edu/vancouver/media-arts-602.aspx">http://www.artinstitutes.edu/vancouver/media-arts-602.aspx</a>                                                                     |
| College of New<br>Caledonia                 | -New Media<br>Communications &<br>Design Diploma                                                                                             | <a href="http://www.cnc.bc.ca/CNC_Programs/NMCD.htm">http://www.cnc.bc.ca/CNC_Programs/NMCD.htm</a>                                                                                                     |
| Vancouver Film<br>School                    | - Writing for Film &<br>Television Program<br>- Entertainment<br>Business Management<br>- Foundation Visual<br>Art & Design<br>- Game Design | <a href="http://www.vfs.com/programs">http://www.vfs.com/programs</a>                                                                                                                                   |

Note: Programs focused entirely on writing/communication or film production have been excluded.

**Appendix 4:  
Recent Employment Ads in the  
Media Arts Field**

**1. DIVERSEcity Community Resources Society - Digital Artist**

November 8, 2011

DIVERSEcity Community Resources Society (DIVERSEcity) has secured an Arts Engagement grant from the Provincial Government to create a made-in Surrey Mural. This community project will engage a diverse group of local Surrey residents to develop a mural design that is representative of the social, cultural, ethnic, linguistic and religious diversity of their community. Project participants will provide the necessary input into the creation of the mural design that will reflect their idea of a welcoming and inclusive community. This input will be gathered through focus group sessions facilitated by the project coordinator. The contracted digital artist will create the design based on participants' input and ideas from these focus group sessions. The Project Planning Committee is comprised of project partners: City of Surrey, Arts Council of Surrey, Anthem Properties and DIVERSEcity.

**2. Kibooco Interactive Inc. - Graphics, Illustration, Animation and Interaction Designers and Developers**

November 30, 2011

Kibooco (the kid's book company) is an online hub for kids aged 2 – 8 to build and publish their own books. Based on an engaging, easy to use interactive platform, kids choose from a variety of templates and themes to write, illustrate and customize stories. Using drag and drop, click and colour and other simple functionality children will be able to harness their creativity and imagination while taking pride in their own creations. Kids can publish and share their creations on screen, or better yet, have it made into a real book to share with family and friends and read again and again. Fusing the endless possibilities of technology and the enduring sentimentality and timeless traditions of storytelling and books, Kibooco is an online destination that will delight parents and children alike. We are building a platform and content for children that requires the creation of a variety of digital content and assets. Among other things, we will require images and graphics for a virtual world type environment, creative tools and icons, general website, usability testing, corresponding mobile apps and interactive story features which will include characters, backgrounds, props, etc.

**3. Stackhouse Nutrition & Fitness - Web Developer/Programmer**

November 10, 2011

We are hiring a Joomla Developer/Programmer to fix, improve, and enhance our website that was developed/programmed in Joomla. Website: [www.stackhousenutrition.com](http://www.stackhousenutrition.com)

- Add and refine pages.
- Remove Body Space section.
- Make online supplement store fully functional.
- Freshen-up the website customized Joomla template to be consistent with updated brand image.
- Correct various website flaws.
- Integrate website with StackHouse Social Media Channels (such as Youtube, Twitter, and Facebook).
- Enhance Joomla SEO

- Ensure website is fully functional and flaw free.
- Ensure ongoing Joomla website maintenance is simple and efficient.

**4. 7Geese - Front-end Developer**

November 9. 2011

We are looking for a developer, with a passion for designing and implementing interfaces that provides users with the best possible experience, to join our startup team. Our product, 7Geese, is a social performance platform that empowers employees to better achieve goals, get recognized, and receive continuous feedback in an engaging social environment. We are attempting to make a dent in the world by creating tools that unleash human potential at work. Our platform employs the latest technology trends such as Gamification, Social, Semantic, and Mobile. We are pushing our intellectual capabilities, design skills, and persistence to the limits to create tools that unleash human potential. We are following the lean start-up and lean UX methodologies.

**5. United Front Games - UI Artist**

December 5. 2011

The ideal Candidate is an experienced User Interface designer that will create a polished, rich, Flash-based interface for our current project. This individual will be responsible for designing, developing and implementing the finished interface for a high profile title. A strong design background and a mastery of Flash are required for all candidates. The User Interface designer will work closely with the Art Director, Game Designers, and Programmer team to ensure the highest level of polish, usability and efficiency can be achieved.

**6. Crazy on Digital - Interaction and Interface Designer**

January 3. 2012

We are looking for an interaction and interface designer to help create compelling visuals for the music software application we are building. You would be responsible for wide variety of creative tasks:

- Interaction Design
- Creating the experience design through documents, sitemaps, flows and wireframes
- Graphic Design
- Creating the visual design of the interface from concept artwork to final production assets.
- Motion Design
- Adding motion to the visual design from concept videos to documentation for the graphics development team.

This is a telecommuting job so you will be working from home (or where ever you have internet) and not in an office.

**7. Dare Digital - Senior Developer**

October 25. 2011

Dare Vancouver

If you don't know Dare, That's probably because you don't live in the UK, where Dare is the Digital



Agency of the Decade. Their success comes from their culture of innovation and unique agency structure, adding tech and planning to the traditional mix. Dare has an immediate opening for a talented Intermediate to Senior level Developer to design, develop and implement code for our award winning campaigns, applications, and websites. The technical team is like the engine room of the agency. Innovation, continuous improvement and passion for technology are the fuel that keeps it moving forward.

**8. Engine Digital - Sr. UX / Interaction Designer**

January 3, 2012

Engine Digital is seeking an impassioned and innovation-driven Sr. UX / Interaction Designer to join our Vancouver-based studio. Our team is focused on producing immersive digital marketing campaigns and platforms that span web, mobile, social, and experiential channels for leading brands in verticals that include sports, entertainment, and media. We strive to connect our clients' brands with their consumers through clever and innovative user experiences that reach, engage, and convert visitors to customers.

In the role of Sr. UX / Interaction Designer, you'll work within our Planning and Strategy team, playing a critical role in defining intuitive and inspiring systems, processes, and relationships that connect people to the user experience. You will play a critical role in the requirements gathering and ideation process, helping to identify user experience solutions that exceed the goals and objectives set by the project lead, our client partners, and their customers.

**9. Engine Digital - Sr. Project Manager / Producer**

January 3, 2012

Engine Digital is seeking a methodical and resourceful Sr. Project Manager / Producer to join our Vancouver-based studio. Our team is focused on producing immersive digital marketing campaigns and platforms that span web, mobile, social, and experiential channels for leading brands in verticals that include sports, entertainment, and media. We strive to connect our clients' brands with their consumers through clever and innovative user experiences that reach, engage, and convert visitors to customers.

The Project Manager guides, motivates and manages teams to deploy amazing digital marketing projects that creatively and technically impress. Internally, the Project Manager champions the objectives of the project while working to the constraints of time and budget. The Project Manager must have 5-6 years of experience in digital marketing deploying a variety of complex projects. Demonstrated experience managing mobile, social and platform projects in an agency environment is preferred.

**10. Graphically Speaking - Web Graphic/ UI Designer**

October 26, 2011

Graphically Speaking is a large and progressive, full-service web development firm. We employ 40 talented specialists who collectively produce industry leading websites. Our services include: Web design, print design, mobile development, Internet marketing, social media, e-commerce and database programming. To learn about us, see our website at [www.graphicallyspeaking.ca](http://www.graphicallyspeaking.ca).

**11. Investments Illustrated Inc. - Visual Designer (data visualization)**

November 8, 2011

Investments Illustrated is a Vancouver-based graphic design and investment research firm that is passionate about data visualization. Our flagship product is the [Big Picture Chart](#), an illustrated history of investment returns from 1926 onward. Investments Illustrated also produces a global map for investors called the [Big World Chart](#) and performs custom design work. We create products in both print and digital formats. Investments Illustrated offers a unique proposition in the marketplace: charts and illustrations that convey investment concepts using clean, contemporary, and creative design. Major financial institutions, including CIBC, BMO, Scotiabank, T. Rowe Price, and Wells Fargo trust us with some of their most important data visualization needs. To see a recent example of our work, please go [here](#). We're sticklers for clarity, detail, accuracy, and timely output, yet our work environment is casual and fun. We're team players—everything we produce is made better with the help of others—but we also enjoy independence and plenty of focused, “in the zone” work time. We're open to telecommuting arrangements and flexible hours. Members of our team are provided competitive rewards and regular training.

**12. NGX Interactive - Project Manager**

November 23, 2011

Do you have a passion for innovative digital experiences? Are you a geek for museums, science centers, cultural events, and educational destinations? Do you like to take the lead to coordinate, facilitate, and organize? Are you someone who can build relationships, within your team, and with new and existing customers? Do you see the big picture as well as the details? Do you know how to manage projects to not only be on schedule and on budget, but also to be remarkable? At NGX Interactive, in the role of Project Manager, you can do all these things, and be a major contributor to the success of our team.

At NGX, we create digital interactive storytelling experiences for museums, discovery centers, exhibitions and other community-based cultural and educational events. Our work pertains to the planning, management, design, and development of custom digital interactive solutions; our work spans cutting-edge hardware, intuitive software, compelling digital content, and inspiring design.

**13. Canadian Network for International Surgery - IT Projects Coordinator**

November 30, 2011

Do you want to join a team of people that are working towards improving the health of people in Africa?

We require a highly technical multitasker to assist the IT Projects Coordinator with many on-going online projects. There is a part-time programmer to assist.

Our principal need (first and foremost) is an advanced IT individual to complete and maintain the Reporting and Requesting interactive forms done through the internet for several courses. These internet based programs are required for our African physician partners to request funds for the courses sponsored by CNIS and taught in African countries normally Universities. These lead physicians are then required to report the results, expenditures on the interactive forms and include pdf copies of receipts.

Complete and update the CNIS second generation programs:

- Request and Reporting system interacting with teachers / clients in African countries
- Primary Surgery Wiki
- African Injury DataBase
- CNIS Social Networking Application
- Several other interact, internet based programs to be initiated and completed

**14. CTV British Columbia - Web Developer**

November 8. 2011

- Develop, implement, and maintain new static and dynamic web properties
- Develop, build and maintain databases for various applications
- Build, update and interface with third-party applications
- Ensure cross-browser and platform compatibility for all deliverables
- Fulfill daily requirements for news graphics, including original as well as miscellaneous graphics prep from various sources
- Participate in the creation and applications of policies, guidelines, procedures and methodologies relevant to the development and enhancement of systems
- Manage relationships with other company developers
- Create and execute project work plans and revises as appropriate to meet changing needs and requirements
- Concept and manage paid placement opportunities, including sponsorships and search engine
- Recognize system deficiencies and implements effective solutions
- Develop and implement social media outreach strategies

**15. Live Vision Macro Management - Graphic Designer**

October 24. 2011

Live Vision Macro Management is seeking students in the fields of graphic design and video production. At Live Vision, we specialize in music management, promotion, production and booking. The tasks of the graphic designer involve creating logos, press kits, and other visuals for our musicians. And the videographer will be responsible for filming promo videos, music videos and live events. This is an excellent opportunity for the students to gain hands-on experience and to potentially make money from it.

**16. Spatterbox - Web Developer - Ruby on Rails**

November 13. 2011

Spatterbox is an online, Vancouver-based start-up conceptualized in 2011. The website is nearing launch and is currently undergoing beta-testing. The founders, both with backgrounds in entrepreneurship and finance, are looking to add a part time developer to the team to handle the next phases of development.

The web development position is a great opportunity to get on board with an up and coming company in the Vancouver tech industry. You will be part of a small team and will have the chance to face unique challenges and to experience many different development opportunities. The

applicant must be able to handle the pressure that comes with a fast-paced sector and a growing start-up. The time commitment will range from 10-15 hours per week.

**Appendix 5:  
Analysis of Library Collection**

**Bachelor of Media Arts  
Library Collections**  
*January 2012*



## 1. Collections

The UFV Library collection has been developed over a number of years to support the academic programs offered by the university. The overall library collection statistics are summarized below. These counts represent materials in a variety of formats, and in all subject areas.

### a. Collection Overview (All Subjects) December 9, 2011

| Item Type                                                             | Count of Holdings |
|-----------------------------------------------------------------------|-------------------|
| Audio-Visual (VHS, DVD, etc)                                          | 9,854             |
| Books (Circulating, Reference, Heritage, etc.)                        | 168,803           |
| Electronic Books (ebrary, Netlibrary, mylibrary, Springer, Sage, etc) | 111,011           |
| Periodical Barcoded issues                                            | 129,483           |
| Full Text Electronic Journal titles                                   | 62,501            |
| Licensed Databases                                                    | 95                |

### b. Collection support for Bachelor of Media Arts

The courses in the Bachelor of Media Arts program are almost entirely drawn from existing courses taught at UFV. As such, faculty and librarians have spent years acquiring resources to support these courses. Longstanding courses in areas such as Art History, Communications, English, Media and Communications, Philosophy, Fashion Design, Business, and Visual Arts have strong collections. Newer course areas are still being developed, including Music, and Digital design. Some courses are based primarily on textbooks, labs, projects, and programming assignments and do not require extensive library research. Examples would include COMP 360, CIS 262, and GD 332.

Our electronic book collections provide a significant number of new, relevant resources. The recent acquisition of electronic books from Springer has added over 25,000 high quality academic titles, with strengths in business, design, computer science, humanities, and professional and applied computing.

### c. Number of Items by LC Call Number Range – Selected Areas

The table below includes items catalogued with LC call numbers and includes all formats, such as books, reference books, videos, DVD's, cd's, Heritage collection books, and Curriculum collection books. This number count does not include electronic books, streaming videos, or journals.

| LC Call Number    | Description                                               | Item Count |
|-------------------|-----------------------------------------------------------|------------|
| GT500 - GT2370    | Fashion History, Costumes                                 | 324        |
| HF5410 - HF5417.5 | Marketing. Distribution of Products                       | 599        |
| M1 – MZ9999       | Music                                                     | 803        |
| N1 – NZ9999       | Fine Art (including Art History)                          | 5959       |
| P1 – PZ9999       | Language and Literature (incl. communication, media)      | 37201      |
| QA75.5 – QA 76.96 | Electronic Computers. Computer Science. Computer Software | 883        |
| T10.5 – T11.9     | Technical Communication                                   | 50         |
| TK 5101 - TK6720  | Telecommunication. Computer Networks                      | 358        |
| TR1 - TR896       | Photography, Cinematography                               | 516        |
| Z116 - Z265.5     | Book Design. Printing                                     | 150        |

#### **d. Number of Titles by Subject Heading**

There is a wide diversity of courses related to the Bachelor of Media Arts program, so a comprehensive listing of all relevant subject headings is very difficult. The table below presents a small selection of LC Subject Headings pertaining to the core courses in the Bachelor of Media Arts program. These titles include monographs, reference books, DVD's, and e-books.

| Subject Heading                       | Titles |
|---------------------------------------|--------|
| Acting                                | 408    |
| Art History                           | 1062   |
| Blogs                                 | 58     |
| Canada Cultural Policy                | 56     |
| Computer Graphics                     | 547    |
| Digital Media                         | 103    |
| Employment Portfolios                 | 11     |
| Graphic Arts                          | 145    |
| Information Society                   | 148    |
| Information Technology Social Aspects | 162    |
| Interactive Multimedia                | 86     |
| Internet Marketing                    | 126    |
| Management Information Systems        | 390    |
| Mass Media Audiences                  | 19     |
| Mass Media Canada                     | 152    |
| Motion Pictures                       | 1553   |
| Online Journalism                     | 13     |
| Personnel Management                  | 690    |
| Proposal Writing for Grants           | 29     |
| Social Media                          | 470    |
| Web Sites Design                      | 330    |

**Bachelor of Media Arts  
Library Collections**  
*January 2012*



**e. Relevant titles held by the UFV Library (Core Courses)**

The titles below include print and electronic resources held by the UFV Library. The list is very selective, and includes items of possible relevance to Media Arts and the core courses.

Art and technology of entertainment computing and communication [electronic resource] : advances in interactive new media for entertainment computing / Adrian David Cheok ; foreword by Ryohei Nakatsu. London ; New York : Springer, c2010.

Audience evolution [electronic resource] : new technologies and the transformation of media audiences / Philip M. Napoli. New York : Columbia University Press, 2011.

The computer graphics manual [electronic resource] / David Salomon. London; New York : Springer, c2011.

Contexts of Canadian popular culture / edited by Bart Beaty ... [et al.]. Edmonton : AU Press, c2010. (Canada – Cultural Policy)

Converging media : a new introduction to mass communication / John V. Pavlik, Shawn McIntosh. 2<sup>nd</sup> ed. New York : Oxford University Press, c2011.

Cross-media ownership & democratic practice in Canada : content-sharing & the impact of new media / Walter C. Soderlund. Edmonton, Alta. : University of Alberta Press ; Lancaster : Gazelle [distributor], 2011.

Design th!nking / Gavin Ambrose, Paul Harris. Lausanne : AVA Academia ; La Vergne, TN : Distributed in the USA & Canada by Ingram Publisher Services, c2010.

Developing a career portfolio [videorecording] / writer, director, producer, Michael Boland ; [produced by] VEA. Bendigo, Vic. : Video Education Australasia ; [New Westminster, BC] : Classroom Video : Distribution Access [distributors], c2009.

Digital cultures / Milad Doueiri. Cambridge, Mass. : Harvard University Press, 2011.

Digital material [electronic resource] : tracing new media in everyday life and technology / edited by Marianne van den Boomen ... [et al.]. Amsterdam : Amsterdam University Press, 2009.

Digital performance : a history of new media in theater, dance, performance art, and installation / Steve Dixon ; with contributions by Barry Smith. Cambridge, Mass. : MIT Press, c2007.

Discourse of blogs and wikis / Greg Myers. London ; New York : Continuum, c2010.

The 'do-it-yourself' artwork : participation from fluxus to new media / edited by Anna Dezeuze. Manchester, UK : Manchester University Press ; New York : Distributed in the United States by Palgrave Macmillan, 2010.

Emerging and digital media : opportunities and challenges : report of the Standing Committee on Canadian Heritage / Michael Chong, chair. [Ottawa] : Standing Committee on Canadian Heritage, 2011.

Error [electronic resource] : glitch, noise, and jam in new media cultures / edited by Mark Nunes. New York : Continuum, 2011.



Ethical and social issues in the information age [electronic resource] / Joseph Migga Kizza. 4<sup>th</sup> ed. London : Springer, c2010.

Feeling Canadian : television, nationalism, and affect / Marusya Bociurkiw. Waterloo, Ont. : Wilfred Laurier University Press, c2011.

Foundation flash catalyst [electronic resource] / Greg Goralski, LordAlex Leon. [New York, NY] : Friends of Ed ; New York, NY : Distributed to the book trade worldwide by Springer Science+Business Media LLC, c2010.

From "radical extremism" to "balanced copyright" : Canadian copyright and the digital agenda / edited by Michael Geist. Toronto : Irwin Law, c2010.

From snapshots to social media - the changing picture of domestic photography [electronic resource] / Risto Sarvas, David M. Frohlich. London ; New York : Springer, c2011.

Getting grants : the complete manual of proposal development and administration / Alexis Carter-Black. 2<sup>nd</sup> ed. Bellingham, Wash. ; North Vancouver : Self-Counsel Press, c2010.

A history of communications : media and society from the evolution of speech to the Internet / Marshall T. Poe. Cambridge ; New York : Cambridge University Press, c2011.

Intelligent interactive multimedia systems and services [electronic resource] / George A. Tsihrintzis... [et al. (Eds.). Berlin ; Heidelberg : Springer, c2010.

JournalismNext : a practical guide to digital reporting and publishing / by Mark Briggs. Washington, D.C. : CQ Press, c2010.

Mapping intermediality in performance [electronic resource] / edited by Sarah Bay-Cheng ... [et al.]. Amsterdam : Amsterdam University Press, 2010. (Digital Media and Performance Art)

The mass media in Canada / Mary Vipond. 4th ed. Toronto : J. Lorimer & Co., c2011.

Media law for Canadian journalists / Dean Jobb. 2nd ed. Toronto : Emond Montgomery Publications, c2011.

Pro CSS for high traffic Websites [electronic resource] / Antony Kennedy, Inayaili de León. [Berkeley, Calif.] : Apress ; New York : Distributed to the book trade worldwide by Springer Science+Business Media, c2011.

Professional web design [electronic resource] : techniques and templates / Clint Eccher. 4<sup>th</sup> ed. Boston, Mass., U.S.A. : Course Technology PTR, 2011.

The SAGE handbook of film studies [electronic resource] / edited by James Donald and Michael Renov. London ; Thousand Oaks, Calif. : SAGE, 2008.

The SAGE handbook of human resource management / edited by Adrian Wilkinson ... [et al.]. Los Angeles ; London : SAGE, c2010.

Socialnomics : how social media transforms the way we live and do business / Erik Qualman. Rev. ed. Hoboken, N.J. : Wiley, c2011.

Transitioned media [electronic resource] : a turning point into the digital realm / Gali Einav, editor. New York : Springer, 2010.

The twenty-first-century media industry [electronic resource] : economic and managerial implications in the age of new media / edited by John Allen Hendricks. Lanham, Md. : Lexington Books, c2010.

The ultimate web marketing guide / Michael Miller. Indianapolis, Ind. : Que ; London : Pearson Education [distributor], c2011.

Visual design fundamentals [electronic resource] : a digital approach / Alan Hashimoto, Mike Clayton. 3<sup>rd</sup> ed. Boston, MA : Charles River Media, c2009.

Will the last reporter please turn out the lights : the collapse of journalism and what can be done to fix it / edited by Robert W. McChesney and Victor Pickard. New York : New Press : Distributed by Perseus Distribution, c2011.

Winning portfolios for graphic designers : create your own graphic design portfolio online and in print / Cath Caldwell. New York, N.Y. : Barron's, 2010.

Women on screen : feminism and femininity in visual culture / edited by Melanie Waters. Basingstoke ; New York : Palgrave Macmillan, 2011.

Writing for digital media / Brian Carroll. New York, NY : Routledge, 2010.

Writing for the Internet : a guide to real communication in virtual space / Craig Baehr and Bob Schaller. Santa Barbara, Calif. : Greenwood Press, c2010.

#### **f. Reference Collection**

The library's reference collection offers a number of resources to support courses in this program. A brief selection is listed below:

Associated press 2009 stylebook and briefing on media law / edited by Darrel Christian, Sally Jacobsen, David Minthorn. 4<sup>th</sup> ed. New York : Associated Press, c2009.

The dictionary of art / editor, Jane Turner. New York : Grove, 1996.  
34 volumes

Encyclopedia of media and politics / edited by Todd M. Schaefer, Thomas A. Birkland. Washington, D.C. : CQ Press, c2007.

The film encyclopedia : [the complete guide to film and the film industry] / Ephraim Katz. 6th ed. / revised by Ronald Dean Nolen. New York : Collins, c2008.

The handbook of mass media ethics / edited by Lee Wilkins and Clifford G. Christians. New York : Routledge, c2009.

21st century communication [electronic resource] : a reference handbook / general editor William F. Eadie. Thousand Oaks : Sage Publications, c2009.

Schirmer encyclopedia of film [electronic resource] / Barry Keith Grant, editor in chief. Detroit, Mich. : Schirmer Reference, c2007.

This collection is complemented by our subscriptions to quality electronic reference sources such as *Oxford Reference Online Premium*, *Sage Reference Online*, *Springerlink* and *Gale Virtual Reference*

*Library*, which provide online access to a growing collection of several hundred electronic subject-specialized encyclopedias from prestigious academic publishers including Greenwood, Elsevier, MacMillan, Oxford, Sage, and Gale.

**g. Journals**

The UFV Library has approximately 62,700 journals in our print and online collection, of which the vast majority are available online from any location via our proxy server. Print and online journals are listed in our online UFV Journals List (<http://cufts2.lib.sfu.ca/CJDB/BCLF/browse>).

The following is a selective listing of relevant journals:

**Academic. Journal of film & media**

[Open Access Magazines - Simon Fraser University](#): fulltext 2003-01-01 (i.1) -

**Arras. New media poetry and poetics**

[Open Access Poetry Journals - Simon Fraser University](#): fulltext 2004-01-01 –

**Artforum international** 1086-7058,0004-3532

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print 1982-

**Aspect the chronicle of new media art [electronic resource] :**

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print 2003-

**Brains, Minds & Media** 1861-1680

[Directory of Open Access Journals - DOAJ](#): fulltext 2005-01-01 –

**C : international contemporary art** 1480-5472

CPI.Q - Gale III: fulltext 1996-03-01 -

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print 1996-

**Camera Obscura: Feminism, Culture, and Media Studies** 1529-1510,0270-5346

[Academic Search Premier - EBSCO](#): fulltext 1997-05-01 - (12 months embargo)

[Project Muse Premium - Project Muse](#): fulltext 2000-01-01 (v.15 i.1) - 2004-12-31 (v.19 i.3)

**Canadian art** 0825-3854

CBCA Complete - New ProQuest: fulltext 1993-04-01 -

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print Fall 1984-

**Canadian art review** 1981-4778,0315-9906

[Open Access Journals - Simon Fraser University](#): fulltext 2008-01-01 (v.33 i.1) - (12 months embargo)

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print 2005-

**Children and Media** 1748-2801,1748-2798

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 2007-02-01 (v.1 i.1) –

**Communication arts** 0010-3519

UFV Print Journal Holdings: in print PERIODICAL Abbotsford print Nov. 1994-

**Communication research** 1552-3810,0093-6502

[Sage Deep Backfile Collection - Sage](#): fulltext 1974-01-01 (v.1 i.1) - 1998-12-31 (v.25 i.6)

[Sage Premier - Sage](#): fulltext 1999-02-01 (v.26 i.1) -

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print 1997-2000; 2004 to February 2007; PERIODICAL Abbotsford micro 2001-2003

**Continuum: Journal of Media & Cultural Studies** 1469-3666,1030-4312

[Communication & Mass Media Complete - EBSCO](#): fulltext 1998-07-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 1997-01-01 (v.11 i.3) -

**Convergence: International Journal of Research into New Media Technologies** 1748-7382,1354-8565

[Sage Deep Backfile Collection - Sage](#): fulltext 1995-03-01 (v.1 i.1) - 1998-12-31 (v.4 i.4)

[Sage Premier - Sage](#): fulltext 1999-03-01 (v.5 i.1) -

**Copyright & New Media Law Newsletter** 1206-8586

[CBCA Complete - New ProQuest](#): fulltext 1997-04-01 -

[Library, Information Science & Technology Abstracts with Full Text - EBSCO](#): fulltext 2010-04-01 -

**Critical studies in media communication : CSMC : a publication of the National Communication Association** 1479-5809,0739-3180,1529-5036

[Communication & Mass Media Complete - EBSCO](#): fulltext 2000-03-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 2000-03-01 (v.17 i.1) -

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print 2000-

**Digital Creativity** 1744-3806,1462-6268

[Academic Search Premier - EBSCO](#): fulltext 1998-03-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 1997-04-01 (v.8 i.1) -

**Digital Humanities Quarterly** 1938-4122

[Directory of Open Access Journals - DOAJ](#): fulltext 2007-01-01 -

**Discourse: Journal for Theoretical Studies in Media & Culture** 0734-063X,1536-1810,1522-5321

[Project Muse Premium - Project Muse](#): fulltext 2000-06-01 (v.22 i.3) -

[Literature Resource Center - Gale](#): fulltext 2001-09-01 -

[Periodicals Archive Online - Chadwyck-Healey/Proquest](#): fulltext 1978-01-01 - 1995-12-31

**Feminist Media Studies** 1471-5902,1468-0777

[Communication & Mass Media Complete - EBSCO](#): fulltext 2001-03-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 2001-01-01 (v.1 i.3) -

**Flash art** 0394-1493

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print Nov./Dec. 2004-

**Font magazine. Digital typography**

[Open Access Magazines - Simon Fraser University](#): fulltext 2001-01-01 (i.1) -

**Framework: The Journal of Cinema and Media** 1559-7989,0306-7661

[Art Full Text - Wilson](#): fulltext 2002-04-01 -

[Project Muse Premium - Project Muse](#): fulltext 2006-01-01 (v.47 i.1) -

[Periodicals Archive Online - Chadwyck-Healey/Proquest](#): fulltext 1975-01-01 - 1992-12-31

**Global Media and Communication** 1742-7673,1742-7665

[Sage Premier - Sage](#): fulltext 2005-04-01 (v.1 i.1) -

**Global Media Journal** 1550-7521

[Communication & Mass Media Complete - EBSCO](#): fulltext 2009-03-01 -

[Directory of Open Access Journals - DOAJ](#): fulltext 2002-01-01 -

**Humanist studies & the digital age** 2158-3846

[Directory of Open Access Journals - DOAJ](#): fulltext 2011-01-01 –

**Hyperrhiz : new media cultures** 1555-9351

[Open Access Journals - Simon Fraser University](#): fulltext 2005-01-01 (v.1) -

**IET Computers & Digital Techniques** 1751-861X,1751-8601

[Academic Search Premier - EBSCO](#): fulltext 2007-02-01 - (12 months embargo)

[Business Source Complete - EBSCO](#): fulltext 2007-02-01 - (12 months embargo)

**International Digital Media & Arts Association journal** 1554-0405

[Open Access Journals - Simon Fraser University](#): fulltext 2004-01-01 (v.1) -

**International Journal of Digital Multimedia Broadcasting** 1687-7586,1687-7578

[ALPSP Learned Journals Collection \(CRKN\) - Swets](#): fulltext 2008-01-01 -

[Directory of Open Access Journals - DOAJ](#): fulltext 2008-01-01 –

**Journal of communication** 1460-2466,0021-9916

[Communication & Mass Media Complete - EBSCO](#): fulltext 2000-06-01 -

[Wiley Online Library - Wiley](#): fulltext 1997-01-01 (v.47 i.1) -

[CRKN Wiley Online Library - CRKN](#): fulltext 1997-01-01 (v.47 i.1) -

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print Winter 1980-2009; PERIODICAL Abbotsford micro 1981-1982

**Journal of Magazine & New Media Research** 1525-6715

[Communication & Mass Media Complete - EBSCO](#): fulltext 2009-04-01 -

**Journal of Mass Media Ethics** 1532-7728,0890-0523

[Communication & Mass Media Complete - EBSCO](#): fulltext 1985-01-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 1997-03-01 (v.12 i.1) –

**Journal of Media Law & Ethics** 1940-9388,1940-9370

[Open Access Journals - Simon Fraser University](#): fulltext 2009-01-01 (v.1 i.1/2) -

**Journal of Media Research** 1844-8887

[Communication & Mass Media Complete - EBSCO](#): fulltext 2009-07-01 -

**M/C : a journal of media and culture** 1441-2616

[Communication & Mass Media Complete - EBSCO](#): fulltext 2008-12-01 -

[Directory of Open Access Journals - DOAJ](#): fulltext 1998-01-01 -

**Media** 1198-2209

[Communication & Mass Media Complete - EBSCO](#): fulltext 2007-03-01 -

[Open Access Magazines - Simon Fraser University](#): fulltext 1998-01-01 -

[CBCA Complete - New ProQuest](#): fulltext 1994-04-01 -

**Media, culture & society** 1460-3675,0163-4437

[Sage Deep Backfile Collection - Sage](#): fulltext 1979-01-01 (v.1 i.1) - 1998-10-31 (v.20 i.4)

[Sage Premier - Sage](#): fulltext 1999-01-01 (v.21 i.1) -

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print 1993-March 2007

**Media Psychology** 1532-785X,1521-3269

[Communication & Mass Media Complete - EBSCO](#): fulltext 1999-03-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 1999-03-01 (v.1 i.1) -

**New Media Age** 1364-7776

[Business Source Complete - EBSCO](#): fulltext 2002-06-13 –

**New Media & Society** 1461-7315,1461-4448

[Sage Premier - Sage](#): fulltext 1999-04-01 (v.1 i.1) –

**New Media in Corporate Communications**

[Business Source Complete - EBSCO](#): fulltext 1999-11-15 - 1999-11-15

**Popular Communication: The International Journal of Media and Culture** 1540-5710,1540-5702

[Communication & Mass Media Complete - EBSCO](#): fulltext 2003-03-01 - (12 months embargo)

[Taylor and Francis SSH Library CRKN - Taylor and Francis](#): fulltext 2003-01-01 (v.1 i.1) -

**Print: America's Graphic Design Magazine** 0032-8510

[Academic Search Premier - EBSCO](#): fulltext 1995-01-01 -

[Art Full Text - Wilson](#): fulltext 1997-05-01 -

[Business Source Complete - EBSCO](#): fulltext 1995-01-01 -

[UFV Print Journal Holdings](#): in print PERIODICAL Abbotsford print May/June 1996-

## 2. Research Databases

The UFV Library provides access to more than 95 research databases and 51 open access databases, which provide indexing for journals, books and book chapters, streaming video, primary sources, and more. Many of these databases provide full text for journal articles. In addition, the “Where Can I Get This” feature links citations to full text content in all other UFV research databases, the print collection and other library collections.

Given the wide diversity of courses in the Bachelor of Media Arts degree, a large number of databases are of potential relevance to this course. The following is a selective list:

**Academic Search Premier** (EBSCOhost)

This multi-disciplinary database provides full text for a multitude of journals, including many which are peer-reviewed.

**ACM Digital Library** (ACM Portal)

This database contains bibliographic information, abstracts, reviews, and the full-text for articles published in Association for Computing Machinery periodicals and proceedings, together with selected works published by affiliated organizations.

**ALPSP Learned Journals Collection** (SwetsWise)

All subjects are covered, with an international focus, in particular: archaeology, history, law, life sciences, linguistics, arts, medicine, religion, philosophy, science, social sciences, and technology.

**Art Full Text** (EBSCOhost)

This database includes art-related subjects, including art history, architecture, graphic arts, industrial design, motion pictures, photography, and sculpture.

**Arts & Humanities Citation Index** (Thomson Reuters)

This index, part of Web of Science (WoS), provides citations across arts and humanities disciplines. The ability to search previously cited references permits the searcher to locate articles which have cited a previously published work.

**Business Source Complete (Regular interface)** (EBSCOhost)

This database is a comprehensive resource for all disciplines of business, including marketing, management, accounting, finance and economics.

**Canadian Business & Current Affairs (CBCA)** (ProQuest)

Canadian Business & Current Affairs (CBCA) covers current events, business, science, the arts, education, and social sciences as produced in Canada.

**Canadian Newsstand: Major Dailies** (ProQuest)

Canadian Newsstand provides access to full text of over 21 Canadian newspapers, including the Vancouver Sun and Globe & Mail.

**Communication & Mass Media Complete** (EBSCOhost)

This database provides coverage in communication, mass media, journalism, linguistics and other closely-related fields.

**CPI-Q** (Gale)

Canadian-focused journals, magazines, newspapers (including local B.C. newspapers), and reference sources.

**FAITS: Faulkner's Advisory for Information Technology Studies** (Faulkner Information Services)

FAITS reports on the issues, trends, market conditions, products, services, and vendors in the IT and communications industries. It includes a broad range of reports plus vendor directories and a comprehensive glossary of IT, communications and related terms.

**Humanities Full Text** (HW Wilson)

This database provides full text plus abstracts and bibliographic indexing of scholarly sources in the Humanities, including history, philosophy, literature and religion.

**JSTOR** (JSTOR)

This database provides an archive of full text scholarly journals across the humanities, social sciences and sciences, with coverage beginning from the first issue of each title.

**Oxford Journals** (Oxford University Press)

This database includes over 240 full text journals in a broad range of disciplines. UFV subscribes to the current file, with coverage usually starting in 1996.

**Periodicals Archive Online** (ProQuest)

This database provides digitized, full-image articles from international, scholarly literature covering the humanities and social science disciplines; approximately 20% are in non-English languages.

**Philosopher's Index** (EBSCOhost)

This is a bibliographic database with informative, author-written abstracts covering scholarly research in all areas of philosophy from more than 50 countries, dating back to 1940.

**Project Muse** (Johns Hopkins University)

This database provides full text of scholarly articles in the Humanities and Social Sciences.

**Sage Journals Online** (SAGE)

This database provides full text of peer-reviewed journals published by SAGE; coverage includes criminology, health sciences, business, history, sociology, and psychology; with a U.S. focus.

**Social Sciences Full Text** (EBSCOhost)

This database provides abstracts and full text from key publications in the Social Sciences.

**SpringerLink** (Springer)

This database provides full text for scholarly journals and books in science (biology, chemistry, physics, life sciences, geology), medicine, mathematics and statistics, business, computing science, and the humanities and social sciences.

**Taylor & Francis Online Journals** (Taylor & Francis)

This database includes the full text of over 1300 scholarly journals published by Taylor & Francis. All subjects, including social sciences, humanities, science and technology.

**Wiley Online Library** (Wiley Blackwell)

This resource provides access to over 1500 full text scholarly journals, encompassing life, health and physical sciences, social science, and the humanities.

Prepared by Patti Wilson, January 2012



**Bachelor of Media Arts  
Library Facilities and Services***January 2012***A. Library Facilities**

The component courses of the Bachelor of Media Programs will reside on the Abbotsford, Chilliwack and Mission campuses of the University of the Fraser Valley.

The UFV campus libraries offer reference and circulating collections, quiet and group study rooms, audio-visual viewing stations, numerous study carrels, wireless computer access, photocopying and scanning equipment, computer workstations for student research, and reference, circulation, and instructional services.

**1. Library Hours**

The Abbotsford and Chilliwack campus library are open year-round. These campus libraries have reduced evening and weekend hours May through August. The Mission library is open September to April.

Abbotsford campus library (September to April):

Monday - Thursday..... 8 am - 10 pm  
Friday .....8 am - 6 pm  
Saturday.....10 am - 6 pm  
Sunday ..... 12 pm - 6 pm

Chilliwack campus library (September to April):

Monday - Thursday..... 8 am – 8:30 pm  
Friday .....8 am – 4:30 pm  
Saturday.....10 am - 4 pm  
Sunday ..... Closed

Mission campus library (September to April):

Monday..... 1:30 – 7:00 pm  
Tuesday..... 10 am – 4 pm  
Wednesday.....10 am - 4 pm  
Thursday .....10 am - 4 pm  
Friday - Sunday ..... Closed

**B. Reference Services**

The UFV Library provides excellent reference services to students, faculty and staff at UFV. We pride ourselves in our service levels, providing students with a high level of individual attention.

Reference librarians are available to answer in-person questions during almost all of our opening hours. In addition, we offer reference service by telephone, fax, and email. We also offer 30-minute appointments with our reference librarians on request. To view our online request forms, see:

Email: [http://www.ufv.ca/library/contact\\_us/request.htm](http://www.ufv.ca/library/contact_us/request.htm)

Reference appointment: <http://journals.ufv.ca/library/extendedref/>

During the 2010/11 academic year, the UFV Library answered 25,521 reference questions.

Since September 2006, our reference services and hours have been greatly enhanced by our participation in a Collaborative Virtual Reference service called Askaway, which provides online reference service using web-based software. The current hours for this service are:

Sunday - Thursday .....10 am - 9 pm

Friday - Saturday.....11 am - 5 pm

Students and faculty are able to chat with a librarian both on and off campus and receive synchronous assistance with their library and research needs.

AskAway statistics are up over 95% over last year, primarily because of the introduction of the new AskAway Qwidget (see image at right). Qwidgets are mini-chat boxes that participating libraries can place anywhere on their web site, putting AskAway right where patrons need it. UFV added Qwidgets to the Library web site in Spring of 2008.



## **C. Internet Services**

### **1. Library Web Site**

<http://www.ufv.ca/library>

The UFV library has an extensive web site which provides a gateway to our library collections and services. Our online catalogue (SIRSI I-Link) is available on the internet with such enhanced features as book jacket photos, tables of contents, bestseller lists, brief synopses and much more.

Students may view their own library accounts to review checkouts and fines, renew materials they have checked out, and place their own online holds and campus-to-campus transfer requests. The web site also provides access to our online journals and databases, research guides, helpful tutorials, and information on our services and policies.

## 2. LibGuides

<http://libguides.ufv.ca/>

UFV Library has recently added the LibGuides application to our list of resources. LibGuides enables us to create attractive, multimedia subject guides, share knowledge and information, and promote library resources to the UFV community. Librarians have created LibGuides for Communications, Computer Information Systems, English Literature, Film Studies, Graphic Design, Media and Communication Studies, Photography and Film, Theatre, and Visual Arts.

### Visual Arts

Last update: Oct 11, 2011 | URL: <http://libguides.ufv.ca/VisualArts> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) [f](#) [t](#) [e](#) ...

[Introduction](#) [Background](#) [Books](#) [Videos](#) [Journals](#) [Data/Statistics](#) [Links](#) [Reproductions](#) [Podcasts](#)

## D. Library Instruction

The library has a strong program of providing introductory and research skills classes for students. In the 2010/11 academic year we conducted close to 300 library instruction sessions. These classes introduce students to the library's collection and resources, as well as teaching them information seeking skills necessary to find and evaluate information in their discipline. The Abbotsford library has a computer lab with 26 workstations, providing a hands-on training experience. As well, students are now able to complete our Online Library Assignment ([http://journals.ufv.ca/library/first\\_year/](http://journals.ufv.ca/library/first_year/)) which automatically emails the student's results to the appropriate instructor.

Librarians meet with each section of BIO 111, BUS 100, CMNS 125, CMNS 155, and ENGL 105. Students in the first two courses receive a seminar focusing on resources and strategies that will help them successfully complete their labs (biology) and semester-long research project (business). For the latter three courses, librarians meet with each section twice: the first time students receive a tour of the library, after which they complete our Online Library Assignment ; and the second time students participate in a seminar focusing on research concepts and strategies related to a particular assignment. These opportunities lay a foundation for further instruction within the disciplines.

## E. Course Consultations

Library consultation is a required component of all new course approvals at UFV. Each new course outline is reviewed by the liaison librarian and detailed recommendations for collection development are given. We also analyze student interlibrary loan requests by course and circulation statistics and use this to inform our acquisition decisions.

## **F. Interlibrary Loans**

[http://www.ufv.ca/library/services\\_policies/ill.htm](http://www.ufv.ca/library/services_policies/ill.htm)

If an item is not available from the UFV Library, students and faculty may request it from another library. For journal articles, the “Where Can I Get This” feature within our research databases offers easy access to our request forms. This system of direct requesting provides a very quick turn-around time for students and faculty (1-3 days for articles, and 1 week for books). We combine this with an online delivery system called Ariel, which delivers scanned articles to our ILL department. We hope in the future to be able to deliver the articles directly to the student or faculty member’s desktop.

Students and faculty may also take advantage of our online book, article and video request forms at [http://www.UFV.ca/library/services\\_policies/ill.htm](http://www.UFV.ca/library/services_policies/ill.htm)

We offer students and faculty 100 free interlibrary loans per year, but will increase this number as needed. In 2010/11, our interlibrary technicians have requested 3222 items from other libraries. Although most requests can be filled from within B.C., they have obtained items from as far away as Japan, Germany, Iceland and Great Britain.

## **G. Reciprocal Borrowing Agreements**

UFV students and faculty may also take advantage of direct borrowing from other postsecondary libraries in B.C. and across Canada.

### **a. COPPUL**

The UFV library is part of the Council of Prairie and Pacific University Libraries (COPPUL). COPPUL is a consortium of 22 Western Canadian post-secondary libraries, which in turn has collaborative agreements with 3 other Canadian university library consortia. One direct benefit for faculty and students is the ability to obtain a library card and borrow material from virtually any public post-secondary library across Canada. [http://www.ufv.ca/library/services\\_policies/coppul.htm](http://www.ufv.ca/library/services_policies/coppul.htm)

### **b. CPSLD Reciprocal Borrowing Policy**

Since 2009, UFV students and faculty have been granted free borrowing privileges with almost all university and college libraries in British Columbia. For a detailed list, see <http://www.cpsld.ca/page/reciprocal%20borrowing.aspx>

## **H. Course Reserves**

<http://www.ufv.ca/library/faculty/reserves.htm>

Course reserves are materials selected by instructors as required or supplementary readings items which instructors would like students to access and share in a timely fashion. They may be from the library collection, or brought in by instructors, and include books, periodical articles, answer keys,

lecture notes, maps, videos and more. The library will also create electronic course reserves for online articles, PDF files of instructor-authored material, or websites. Course reserves are listed in the UFV Library Catalogue by instructor's name, and course number. Physical items are kept in a secure location and have short loan periods and high overdue fines.

## **I. Mobile Search**

A growing number of research databases and other sites are optimized for viewing on your iPhone, iPad, Android phone, or other mobile device.

Many sites now have a mobile friendly version of their interface, and can be accessed using a specific mobile URL. Some sites detect that you are using a mobile device, and automatically provide a mobile version, such as UFV Library's LibGuides. Other databases have developed mobile apps, which can be downloaded from the Android Market or iTunes App Store.

For more details, see our Mobile Search LibGuide at <http://libguides.ufv.ca/mobile>

## **J. Other Services**

The UFV Library also provides assistance to faculty and students in other areas, including:

Copyright <http://www.ufv.ca/library/tutorials/copyright.htm>

Plagiarism <http://libguides.ufv.ca/Plagiarism>

Terms of Use for Electronic Resources [http://www.ufv.ca/library/faculty/terms\\_eresources.htm](http://www.ufv.ca/library/faculty/terms_eresources.htm)

Integrating Search Box Widgets into Course Web Sites <http://libguides.ufv.ca/SearchBoxWidgets>

Prepared by Patti Wilson, Collections Librarian  
January 2012

**Appendix 6:  
International Demand**

**GLOBAL: What international students want to study**

Yojana Sharma

20 March 2011

Issue: 163

Predicting where future international students will come from and what subjects they go abroad to study has become a mini-industry in receiving countries such as Britain and Australia, where some courses are highly dependent on overseas student fees.

Delegates and experts at the British Council's Going Global conference, held in Hong Kong from 11-12 March, agreed that demand for overseas courses from Asian students will carry on rising.

"Overall demand for international education will continue to grow in the low single digits in the next decade," said Tony Pollock (pictured), Chief Executive of IDP Education, an international student placement service.

However, subject choices may be changing as sending countries like China and India become more affluent, students from Singapore prefer to study at their own excellent universities and Malaysia reduces the number of government scholarships for students on expensive overseas courses.

Medicine and related courses in the West have long been popular with students from India, Malaysia and Hong Kong, while business-related degrees and engineering have been the top choice for students from China, Taiwan and Vietnam.

This is according to a survey of 5,000 prospective international students in 14 countries by Hotcourses, a web-based company that advises students on course choice internationally.

Students from Pakistan are looking for high quality courses in engineering and technology, and Indonesian students are looking at the natural sciences.

South Korean students, on the other hand, go abroad to study creative arts and design, while students from India and Malaysia are interested in social sciences and communications, said Mike Elms, Chief Executive of Hotcourses.

However, patterns are changing in key markets such as China, which last year sent 440,000 students to study abroad, overtaking India as the top sending country.

Prospective students from major Chinese cities may be broadening out the subjects they want to study abroad, according to research by the British Council - information which could also be important for decisions by a number newly emerging regional higher educational hubs on what courses to offer to attract international students.

The British Council's Education Intelligence Unit research into prospective students' intentions in the coming years found that there have been shifts in the most popular subjects chosen for study in the UK in the last two to three years.

Students from China are still most likely to study business administration and engineering and technology at overseas universities, but growth in the number of students selecting these subjects is slowing while students from China wanting to study mass communication and documentation, and creative arts and design, has shown much bigger growth.

"We were trying to capture the student decision-making process before the student embarks on a course," said Janet Illieva, head of research at the British Council in Hong Kong. "For China we have seen decreased demand for engineering."

"There has been a shift in demand towards non-traditional subjects in China at the city level," she said. This was most evident in large cities such as Beijing and Shanghai. "We think this is because of the rise in the middle class in these cities. While in the medium-sized cities, there is definitely a rise in those who say they want to study engineering."

For example, one in four prospective international students in the city of Shenyang want to pursue engineering. In Nanjing, Xi'an and Chengdu the rise was 17% to 18%, taking over where Beijing was a decade ago. These are also cities where there has been a rise in heavy industry and manufacturing, Illieva said.

Students from China saying they want to study mass communication has risen by 81% since 2008, a possible reflection of the burgeoning use of the internet. Prospective Chinese students wanting to study creative arts has risen by 54% during the same period, compared to 25% to 29% growth for business and engineering. Architecture, building and planning has seen 35% growth in interest from China in the last two years.

Mass communication has soared to become the third most popular choice for Chinese students wanting to study overseas, rising from 8th most popular in 2006-07. Creative arts has risen to fifth place behind social studies compared to ninth place in 2006-07.

The findings have implications for universities hoping to replace declining applications at home with students from overseas, particularly in science and engineering.

But Hotcourses' Mike Elms said the key motivator for students looking for courses abroad is "to get a better education. They want a higher quality course than is available to them in their own (education) market," he said.



<http://www.universityworldnews.com/article.php?story=20110318130504251>

Comments From Campus –Wide Consultation (to October 3, 2012)

Media Arts Degree

NOTE: comments relating to formatting issues have been omitted. The issues were all corrected.

1. Shouldn't students have to have a computer? What kind? **Yes, and we will note this need, though the kind they need will depend on which options they choose. If they take CIS courses, they will be working on a PC; if they take GD, they will be working on a MAC. We opted to add a note in the calendar copy regarding the need for a computer.**
2. The section on PLAR needs more detail. **Done.**
3. Why not go for competitive entry immediately? **Done.**
4. Should some seats be reserved for International students? They add a lot to the classroom. **While no seats are reserved for them, many may come in the second preferred category – students with related credentials from another institution. They may also do well in their portfolios.**
5. Could New media courses substitute for GD231 and 332? **They are already options.**
6. Could we free up more room for electives in the Interactive Media stream? **Students in this stream need so much background to be programmers that their program is very prescriptive. However, we did find a way to make a little more room.**
7. What about GD 157? Should it be offered in Abbotsford? **Yes – and this may add a cost in the budget. It is a pre-requisite for other courses, and we can't do without it.**
8. Without an extensive film program, do we have sufficient courses for a screen studies concentration? **Yes, because this stream focuses on all screens, including computers and television, and we have a good deal of programming in these areas that is relevant.**
9. What a wonderful interdisciplinary program! I haven't seen such flexibility and diversity in a program. A big applause for the team who engineered this program. **Thanks!**

- 10.** Looking at six concentrations, I wonder if there can be one foundation year where students can take many common core courses plus some electives. While working on their first year, they can consider concentration or no concentration.

**This is a good idea, but hard to realize given the nature of the program. Unlike a typical major, this program has a basic core, with students able to select how they want to gain depth in theory and practice. Because it is so flexible, providing a basic foundation year is difficult. However, the group recognizes the possibility, as time goes on, of creating a foundation year by designing courses that are especially built for this degree. At present, we must rely on courses that already exist to save the cost of a whole new curriculum, and that creates some limitations. However, all students must take certain courses in the first and second year, creating, we hope, some sense of a cohort, and allowing people to change their minds as they become more familiar with all the options.**

- 11.** This must have been examined already. I wonder if BMA can be developed in a way to allow laddering onto specific concentrations from our existing Graphic Design Diploma, Associate of Arts degree in Theatre and Media Communications or CIS diploma.

**What we have done, in response to this comment and to another suggestion that our current students have first access to the program is to give preferential entry in the first two years to students with these credentials. We know from the student survey that the students who want this degree are studying at UFV right now, taking other programs because this one doesn't exist. After two years, we will admit people through a portfolio process, as by then, they will have had the opportunity to sign up for the degree from the first year. Laddering all the short programs into the degree is very difficult at the program level (i.e. giving full credit for all courses taken) because of the requirements for the degree, but students with these credentials should find most of their courses transfer in.**

- 12.** Has a joint major been contemplated? For example, BMA and MACS. SFU has a joint major in IAT and Communications (MACS).

**Because the BMA isn't a traditional major, it doesn't fit in a joint major program. The core courses are fundamental theory, practice, and employment oriented, with depth developed in their program choices. In a traditional major, the depth is developed through required courses at the upper levels. The concentrations are equivalent to majors in that they**

**develop depth in a particular area. More concentrations will likely emerge as it becomes clearer what program options are most in demand.**

- 13.**In 5, it is mentioned that the general BMA requires a minimum of 120 credits to qualify for the degree. Under BMA Requirements – No Concentration, minimum total program credits are 122. **Thanks for noticing this difference. We've changed the section to read '122 credits'.**

- 14.**In 6 Option 1, the admission requirements are same as those for BA. However, certain majors in BA actually have math requirements. I am not sure whether some wording should be there to advise prospective students. I can see the math requirements for Interactive Media Programmer concentration. **We've completely revamped the entrance requirements, and would appreciate any more comments. We had some feedback that given the pent-up demand for the program, we needed to allow students currently at UFV to have first crack at the program. We also got feedback that we needed to give local people with extensive experience better access. We added a note to warn student about the math pre-requisites for CIS.**

- 15.**Option 2,

Completion of a 3 or 4-year degree: do we need to mention a different degree (as per Subsequent Degree policy)? Then, how do we define difference? A minimum of 30 UL credits are required. However, the Residency requirements are 50%.

**We changed the residency requirement to 25%. This was always intended, but we missed the error in the copy.**

**The 'difference' issue is an interesting one. I think we'll have to consider that on a case-by-case basis, since I can't imagine how we would determine it in the abstract. Any suggestions?**

- 16.**Digital Arts Years 1 & 2

Plus 1 and 3 "... courses chosen from Media Artist lower-level electives list below" Digital Art lower-level electives? Probably due to cut and paste

Same for Years 3&4 **Fixed this.**

A couple of UL courses are listed under Digital Art Lower-level Electives **Fixed**

In D Interactive Media Programmer

- 17.**Years 3&4 courses include lower-level ones. Then, total lower-level (probably should be upper-level) credits 64-66 **Yes, they didn't fit, given the need for pre-requisites, in the lower level. They are part of the required core.**

- 18.**14 b. Course repetition

"Some programs limit the number of courses which can be repeated." This part is not very clear. **Clarified in new draft.**

Again thanks for bringing up this program. **And thanks for such helpful comments!**

**19. Page 3** -- e. Anticipated completion time in years or semesters

You say "A full time student could complete the degree in four years."

Perhaps this should be defined or reworded, as the definition of a full time student could be interpreted as 3 courses (9 credits) each semester, thus students would not be able to complete the program within four years as stated. **Corrected the copy to clarify.**

**20. Page 11** -- I'm also wondering about some of the required courses, ie: Bus 100, will students in the degree have access to reserved seats? If not, this will pose a problem for students trying to gain access to some of the required courses, and for them to be able to complete the degree in a timely fashion.

**We looked at the courses available, and at the reserved seats, and at the actual enrolments in Business 100, and it appears that there is room. Eventually, we would very much like a course that focuses on Business issues in this particular field.**

**21. Page 12** -- For the academic writing requirement, ENGL 105 or ARTS 100 have been listed as an option, will CMNS 155 also be an option? **Yes – corrected.**

**22. Page 31** -- Under university entrance, option 2. 2

*Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students may be admitted to, and be permitted to complete, the Media Arts degree if a minimum of 30 upper-level credits are completed at UFV.*

This should be clearly identified as following the subsequent degree policy. **Done**

**23. Page 30** –It indicates

*Some students will come to us with skills that they have built elsewhere. The degree offers the chance for students who have done on-the-job training, private-sector training, or short programs in the public sector, or who have developed skills on their own in the digital media, to complete a degree with PLAR credit for the skills they already have.*

From an advising perspective the expertise required to address the possible skill based PLAR credits could take considerable time due to the varied backgrounds of these students. **Yes. The program committee discussed**

this, but it is important to the program, and there is a commitment to do the work. There are many people with skills, and no way to turn them into a credential.

**24.**What about offering minors?

The working group (or its future incarnation) would be happy to look at the creation of options for minors in the BMA further down the road. The program concentrations are carefully structured, in large part due to the interdisciplinary nature of the degree, so working out meaningful program grids for minors will take some thought. The current working group suggests that the development of additional options, such as minors, within the degree will be an ongoing process as the degree program evolves, and is certainly in favour of seeing these take place. However, currently, the key thing is to bring the program as currently conceived to life.

**25.**Several areas suggested courses, most of which had been introduced since the degree was originally proposed. The working group decided to keep a 'living list' of such courses, and consider them all at once when the degree is implemented. Potential new courses are appearing all the time, as the disciplines respond to the need for more updated content relating to digital media. The current list is below;

Potential Inclusion in MAD Program:

|          | Course Title                       | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANTH 209 | Social, Cultural and Media Studies | This course introduces students to a broad sample of the ways in which different cultures represent, organize, and express thought, knowledge, and discourses and the role of studies of culture and language in anthropology. This course will include linguistic representations in contemporary society including slang, jargon, and the language of various sub-cultures.<br>Note: This course is offered as ANTH 209 and LING 209. Students may take only one of these for credit. |

|               |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANTH 401      | Visual Anthropology                                   | This course critically examines the production and uses of ethnographic images and representations of cultures in selected anthropology films and photographs, and comparison textual representations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ANTH/MACS 222 | Popular Culture                                       | Pending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CMNS 280      | Team and Small Group Communication for the Workplace  | Pending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CMNS 315      | Communication for Social Media                        | The course focuses on writing for social media and examines the rise of web-based communication tools and technologies that create a demand for new ways of writing. As the digital world shifts, so do the expectations for societal communication which is now expected to be almost instant where conversations and decisions are made virtually. Writing in this context needs to be concise, engaging, valuable, authentic, and focused. Communication is now expected to almost be instant. Conversations and decisions are made virtually. The course explores the techniques needed to communicate effectively using social media as well as a variety of web-based technologies. |
| CMNS 350      | Storytelling for Workplace Application                | Pending                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| CMNS 353      | The Responsibility of Using Research in the Workplace | It is an essential workplace-ready skill to be able to determine the credibility and relevance of information and data gathered when trying to make key decisions. This course examines the responsibilities associated with gathering verifiable information and using secondary research and evaluation theory for the practical and timely application of workplace                                                                                                                                                                                                                                                                                                                    |

|               |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                  | decision making. At the heart of decision making is an understanding of the specific stakeholder and audience needs. Likewise, it is essential that factors influencing decision making are effectively documented, shared, and communicated. The focus of this course is not on academic research practices, but on incorporating secondary research mindfully into a variety of workplace situations and written reports.                                                                                                                                                                                                                                                                                                                                                            |
| CMNS/MACS 376 | Understanding Design for Digital Publications                    | This course will examine social, cultural and technological issues relating to the design and distribution of electronic texts. Students will collaborate on a project to build an electronic publication using HTML and CSS for web delivery and the EPUB document standard for display on mobile devices and eReaders.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| CMNS 380      | The Cross-Generational Workplace: Closing the Communications Gap | This course is designed to provide students with the skills needed to interact and communicate effectively within a day-to-day workplace environment and build on the potential that a cross-generational workplace can have. The workplace now has at least four generations of employees. Gone are the long-held stereotypes of generational-level expertise. Younger people are bringing technologically advanced skills to the workplace, and experienced older people are working well past traditional retirement age to contribute their intellectual capital. Students will learn how to use a variety of communication strategies to effectively draw on the strengths of a cross-generational work team. This course can be applied to a wide variety of workplace settings. |
| COMP 062      | Introduction to Computers: Navigating                            | This course introduces students to current computer technology and online resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



|          |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | the Digital World                               | Students will learn the basics of file management; techniques and terminology of digital photography; online communications (e.g., social networking, messaging, Facebook, Skype); Internet services (e.g., banking, auctions, ticket purchasing, and trip planning); and computer security.                                                                                                                                                                                                                                                                                                                      |
| ENGL 267 | Signs and Meaning: An Introduction to Semiotics | This course is an introduction to the specialized language and concepts of semiotics, which offers students a useful approach for the critical examination of literature, film, visual arts, and media. By the end of the term, students will perform their own semiotic analysis of a text, film, work of art, or popular media.                                                                                                                                                                                                                                                                                 |
| FD 390   | Virtual 3D Prototyping                          | This advanced pattern technology course introduces students to Optitex 3D software. Students will learn to produce virtual garments using both flat pattern and 3D technology. The 3D technology allows students to create an exact model of a product before it is manufactured. Students will be expected to perform pattern modifications and from there, drape patterns onto a virtual model using accurately simulated fabrics. Using software tools, students create and adjust 3D parametric mannequins, upload texture files, and create a layout of presentation images including a runway fashion show. |
| GD 202   | Interactive Design I                            | Interactive mediums are integral to communication today, and this course focuses on the fundamentals of the interactive experience. It focuses on information architecture, interface design, and usability. The emphasis is on computer screens, but other types of digital screens will also be introduced.                                                                                                                                                                                                                                                                                                     |

|          |                                                      |                                                                                                                                                                                                                                                                                                                                                                  |
|----------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GD 361   | Portfolio Development for Graphic and Digital Design | Building a professional portfolio requires the integration of knowledge, technology, and skills. In this course, students have the opportunity to demonstrate a culmination of their professional development through self-directed projects. Exercises in critical analysis, creative problem solving, and presentation skills further enhance their abilities. |
| TASK 052 | Career Exploration                                   | In this course, students will define their strengths and abilities in preparation for selecting realistic career options, comparing vocational options, and choosing appropriate entry-level work opportunities. They will learn how to prepare appropriately for effective interviews and develop a job-finding plan.                                           |
| TAKS 056 | Personal and Career Portfolio                        | In this course, students will develop a personal, career-related portfolio that identifies and shows evidence of workplace essential skills attained through life experience and/or training and education.                                                                                                                                                      |
| THEA 290 | Theatre Practice – Small Ensemble                    | This practicum allows students to develop further experience in live theatre production through participation in a small to medium ensemble production as part of the UFV Theatre season.                                                                                                                                                                        |
| THEA 295 | Theatre Practice – Large Ensemble                    | This practicum allows students to develop further experience in live theatre production through participation in a large ensemble production, such as a Shakespeare play or a musical, as part of the UFV Theatre season.                                                                                                                                        |
| VA 240   | Indigenous Design and Technology: Special Topics III | This course continues the study of traditional technology and design within a contemporary context. Students begin to work with intermediate techniques and principles of indigenous design, and will apply a greater understanding of cultural context in the creation of functional and aesthetic objects.                                                     |

|        |                                                     |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VA 241 | Indigenous Design and Technology: Special Topics IV | This course continues the study of traditional technology and design within a contemporary context, with the emphasis on advanced techniques and principles of indigenous design. Students apply a thorough understanding of cultural context in the creation of functional and aesthetic objects, and gain the knowledge and insight to allow for a continued independent practice. |
|--------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

26. Suggestion to explain the role of the portfolio, and clarify certain aspects of the entrance requirements. **Done. New requirements in the proposal reflect the suggestions.**

The degree seems like an interesting concept and a very diverse program. **Thank you!**

Here are some comments:

Entrance Requirements:

- If you intend to have competitive admission, as I think you said in one of the emails, you will need to establish the criteria (rating system) for applicants, and this should also be approved through UEC/senate. I'd recommend that the rating scale be published in the calendar in the basis for admission decision, as it would be hard to guess. Rating applicants may present a significant challenge with all the different admissions options that you have included (for example, how would you compare direct entry students, students with 15 credits, students with a diploma or previous degree in another area, and students with related experience who don't meet academic requirements). **Following the example of the BFA program, portfolio submission will be required by MAD applicants. Because candidates will be coming from a variety of backgrounds the rating scale**

requires a certain degree of flexibility and adaptability. The number and diversity of students will vary year to year and for this reason we believe it better not to publish the rating scale in the calendar.

- I'm not sure we have any precedent to give UFV program graduates priority over other equally or better qualified applicants from other institutions. That is not to say this cannot be done for one degree, but it is not the usual way at UFV. **Yes, this is new. The request is coming from the Deans to provide UFV program graduates priority.**
- Option 3 of the entrance requirements – I can see some issues arising from this, as decisions could potentially be quite arbitrary. However, if you choose to keep it, a student entering any post-secondary program still must satisfy the English Language proficiency requirement. I agree with Simon that students ought to at least show they can meet the prerequisites for ENGL 105 up front, rather than leaving that to the end of the first year. Otherwise, they may be taking up a seat yet not be well prepared for academic courses. But as a minimum, they will have to meet the language proficiency requirement, and this must be added to the entrance requirement. **(pg. 34) Thank you, as minimum students will have to meet the English language proficiency requirement. We have lifted the wording from the admissions section of the calendar and included under Admissions, Option 3.**
- The standard wording for this in the calendar is: Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see English language proficiency requirement in the Admissions section of the calendar (however, if you include the requirement “must meet the prerequisites for ENGL 105” then you would not need to mention language proficiency. **Thank you, as stated above, we have included the calendar wording on English language proficiency requirement in this section.**

Course requirements:

- Not really my area, but some of the core courses seem odd to me– for example, THEA 111 Acting I. Can I ask why acting in a play is required for all

Media arts degree students? Also CMNS 200 Intro to portfolio development – why is that essential to completing this degree? I can see that they could be valuable as electives for students who are interested but I don't see the academic argument for these as required courses. (pg. 12-13)

THEA 111 provides students with a basic understanding of performance, audience, and creative teamwork which is transferable to other concentrations in the MAD program. CMNS 200 is essential for the graduate to be able to develop their portfolio as a means of career preparation. Both of these courses serve as the closest fit for these program needs. We believe these courses should remain as core courses to the program because they also fit our objective of ensuring the program is multi-disciplinary.

- Overall, the degree seems unusually “prescribed” – although there are some choices of courses, they all have to fall within certain groups. There are few true electives, which is unusual in a degree. This is the nature of both the industry and the disciplines. The no concentration stream allows more flexibility for students.
- The sheer volume of all the different areas and grouping of courses makes this program quite daunting to figure out and review, so I won't say any more. Yes, because it is such a large multi-disciplinary program, thank you for taking the time to review it.
- In the draft calendar copy, I just wanted to mention that in How to apply, the interim grades must be submitted by March 31, not 30. Thank you for this note.

**Program Outline for Draft Calendar Copy****Bachelor of Media Arts****1. Faculty and department of program**

The program will be offered by the College of Arts.

**2. Website** *(department, or program-specific if applicable)* [www.ufv.ca/arts](http://www.ufv.ca/arts)**3. Program title/credential: Bachelor of Media Arts****4. Associated degree program** *(for major, minor, or extended minor only)* **N/A****5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. Students may enroll in the general degree and craft a program to meet their individual interests, or may select one of the concentrations available. The advice of an advisor in course selection is highly recommended. Students graduating with the general Media Arts degree will be granted a Bachelor of Media Arts, while students satisfying the requirements for one of the concentrations will receive a Bachelor of Media Arts with the concentration noted. For example, a student meeting the requirements for Digital Art will receive a Bachelor of Media Arts (Digital Art).

The general Bachelor of Media Arts requires the core courses described below, plus a selection of theory and creative-practice courses. No course may count toward more than one requirement, and students must complete a minimum of 120 credits to qualify for the degree.

Note: Students planning to take CIS courses in either the general degree or one of the concentrations should consider the Mathematics pre-requisites for many of these courses.

**6. Entrance requirements**

Entrance to this program is competitive, and based on a combination of grades, prior academic experience, prior workplace experience, and a portfolio.

Students entering this program must meet one of the entrance options outlined below, and must also submit a portfolio. The content and nature of the portfolio will be outlined in guidelines provided after application, and may be discussed with the educational advisor.

Students with complete credentials at the diploma level or better (Associate Degrees, Diplomas, Major or minors) from UFV in Graphic and Digital Design, Communications, MACS, Visual Arts, English, Computing Information Systems, or Theatre will have priority admission for the first three years after the program is implemented. Students with credentials requiring 60 credits or more from other

institutions will be admitted next. Students meeting the entry requirements below will be admitted next, in an order determined by an assessment of their portfolios and their grades.

In the fourth year after implementation, students will be admitted based on prior academic success, workplace experience, and portfolio assessment only.

**Option 1: High school (for students with high school graduation only)**

a. BC secondary school graduation or equivalent.

b. A minimum of a B average in English 12 and two other approved Grade 12 courses; or the prerequisite for ENGL 105 and a B average in three Approved Grade 12 courses.

*Out-of-province applicants*

Students will be considered on the basis of courses equivalent to Approved BC Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to BC secondary school graduation.

*Out-of-country applicants*

Students who have BC secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic Grade 12 subjects will be admissible.

*Alternatives to high school graduation*

If you have completed the International Baccalaureate diploma program, the BC Graduation diploma (BC Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of BC secondary school graduation for admission purposes.

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

1. Prerequisite for ENGL 105 or CMNS 155.

2. One of the following alternatives:

Completion of a minimum of 15 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.

or

A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Graphic and Digital Design, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0. Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum cumulative GPA of 2.0 (equated to the UFV grading scheme), calculated on all courses taken. Note: Students should be aware that not all courses taken in the diploma may apply to the Bachelor of Media Arts degree.

or

Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students may be admitted to, and be permitted to complete, the Media Arts degree if a minimum of 30 upper-level credits are completed at UFV. (Subject to Subsequent Degree Policy [98])

**Option 3: Experience and Literacy**

Mature students (25 years and older) may be admitted to the degree program if they can demonstrate that they have related experience in the field, can read and write at an appropriate level, and can meet the entrance requirements relating to writing within one year of admission. The coordinator of the program, in conjunction with the program committee may admit under these circumstances, but his or her decision is final, and there is no appeal. To apply for admission under Option 3, consult with the educational advisor.

Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#).

**When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted for entrance to the fall and winter semesters.

**7. How to apply**

1. Submit the application fee along with your UFV application for admission form to the Admissions and Records (A&R) office. Application forms are available from any A&R or Student Services office. You can also print an application form or apply online at [www.ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply)

- For university entrance, official transcripts (or interim transcripts) from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.

- For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, interim grades are required by March 30, with final grades due August 3.

2. When your application has been processed by the Admissions and Records office, you will receive information on program orientation and portfolio submission dates, and a copy of the portfolio guidelines. The portfolio is not due at the time of application, but will be submitted and reviewed in April for the Fall intake and in August for the Winter intake. All applicants must attend a program orientation. Applicants who reside outside the Lower Mainland area should contact the BMA educational advisor for alternate arrangements.

**8. Basis for admission decision** (*specify either competitive or non-competitive admission*)

Outlined above.

**9. Fees and additional costs** (*a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.*)

Students must have a computer, ideally a well-equipped laptop. For advice on computer and software needs, consult with the educational advisor.



**10. Program duration and total number of credits**

The Bachelor of Media Arts requires a minimum of 120 credits, with no one course used to fulfill more than one requirement. A full time student, taking five courses a semester, could complete the degree in four years.

**11. Location (if applicable)**

Particular courses will be available at all three major campuses, but the degree will be offered primarily in Abbotsford. Students who choose Graphic and Digital Design courses may have to travel to Mission; students wanting to specialize in Performance will have to travel to Chilliwack.

**12. Program outline (courses to be completed)**
**Bachelor of Media Arts Requirements – No Concentration**

**Calendar Introduction:** The Bachelor of Media Arts prepares students for creative production in digital media. Technical skills, both in digital media and in traditional artistic practice, are combined with media theory and communication skills to prepare graduates for a rapidly changing work environment. Students may enroll in the general degree and craft a program to meet their individual interests, or may select one of the concentrations available. The advice of an advisor in course selection is highly recommended. Students graduating with the general Media Arts degree will be granted a Bachelor of Media Arts, while students satisfying the requirements for one of the concentrations will receive a Bachelor of Media Arts with the concentration noted. For example, a student meeting the requirements for Digital Art will receive a Bachelor of Media Arts (Digital Art).

The general Bachelor of Media Arts requires the core courses described below, plus a selection of theory and creative-practice courses. No course may count toward more than one requirement, and students must complete a minimum of 120 credits to qualify for the degree.

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 the general degree or degree with concentration have been met. Up to 6 credits earned in the Co-operative Education program may be applied to the degree.

Note: Students planning to take CIS courses in either the general degree or one of the concentrations should consider the Mathematics pre-requisites for many of these courses.

**YEARS 1 & 2**

| COURSE          | TITLE                                                                                  | CREDITS |
|-----------------|----------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                               | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                             | 3       |
| CMNS 175        | Writing for the Internet                                                               | 3       |
| CMNS 200        | Introduction to Portfolio Development                                                  | 3       |
| ONE OF:         | ENGL 105 – Academic Writing                                                            | 3-9     |
|                 | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |         |
|                 | CMNS 155 – Introduction to Workplace and Academic Communication                        |         |
| FILM 110        | Introduction to Cinema                                                                 | 3       |
| MACS 130        | Mass Communication in Canada                                                           | 3       |
| MACS 221        | Media and Audiences                                                                    | 3       |

|                                       |                                                                                                                         |              |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------|
| THEA 111                              | Acting I                                                                                                                | 3            |
| ONE OF:                               | VA 217 – New Media I: Introduction to Electronic Media<br>GD 157 – Primary Digital Graphics<br>CIS 145 – Web Publishing | 3            |
| <b>PLUS 3</b>                         | Lower-level theory courses chosen from at least 2 disciplines (see below)                                               | 9            |
| <b>PLUS 7</b>                         | Lower-level practice courses chosen from at least 3 disciplines (see below)                                             | 21-27        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                                                         | <b>60-72</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                    | CREDITS      |
|------------------------------------------|------------------------------------------------------------------------------------------|--------------|
| MACS 350                                 | Critical Studies in Digital Media in Canada                                              | 4            |
| MACS 369                                 | Media Law and Ethics                                                                     | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                          | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                         | 4            |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices | 3            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy<br>MACS 460 – Issues in the Information Society           | 4            |
| <b>PLUS at least 4</b>                   | General elective course from any discipline, at any level, offered in a degree program   | 13           |
| <b>PLUS 2</b>                            | Upper-level theory courses (see below)                                                   | 6-8          |
| <b>PLUS 6</b>                            | Upper-level practice courses (see below)                                                 | 18-24        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                          | <b>60-72</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                          | <b>60</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                          | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                          | <b>120</b>   |

**THEORY COURSES**

| LOWER LEVEL                  |                                                  | UPPER LEVEL                                                                                     |                                                    |
|------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------|
| ART HISTORY                  |                                                  |                                                                                                 |                                                    |
| AH 100                       | History of Art and Culture in a Global Context   | AH 314                                                                                          | Arts in Context: Modernism                         |
| AH 101                       | History of Western Art to 1400                   | AH 315                                                                                          | Arts in Context: Contemporary                      |
| AH 102                       | History of Western Art from 1400 to the Present  | AH 316                                                                                          | Arts in Context: Gender, Art and Society           |
| AH 205                       | Arts Practices and Popular Culture I             | AH/FD 340                                                                                       | Fashion in Art/Fashion as Art                      |
| AH 210                       | Arts Practices and Popular Culture II            |                                                                                                 |                                                    |
| COMMUNICATIONS               |                                                  |                                                                                                 |                                                    |
| CMNS 155                     | Intro to Workplace and Academic Communication    | CMNS/ENGL 385                                                                                   | Language & Action: Survey of Contemporary Rhetoric |
| CMNS 180                     | Introduction to Intercultural Communication      | CMNS 430                                                                                        | Project Management Communication in Action         |
| COMPUTER INFORMATION SYSTEMS |                                                  |                                                                                                 |                                                    |
|                              |                                                  | CIS 386                                                                                         | Human Factors                                      |
|                              |                                                  | CIS 485                                                                                         | Ethics & Other Management Issues in Info Systems   |
| COMPUTING SCIENCE            |                                                  |                                                                                                 |                                                    |
| COMP 125                     | Principles of Computing                          |                                                                                                 |                                                    |
| ENGLISH                      |                                                  |                                                                                                 |                                                    |
| ENGL 109                     | Introduction to the English Language             | ENGL 370                                                                                        | The History of the English Language                |
| ENGL 115                     | Great Books: The Western Tradition in Literature | ENGL 372                                                                                        | Canadian English                                   |
| ENGL 120                     | Introduction to Modern Fiction                   | (ENGL Literature courses not designated as Creative Writing or Rhetoric numbered 300 and above) |                                                    |
| ENGL 130                     | Introduction to Modern Drama                     |                                                                                                 |                                                    |
| ENGL 209                     | The Structure of the English Language            |                                                                                                 |                                                    |
| ENGL 210                     | Composition                                      |                                                                                                 |                                                    |
| ENGL 263                     | Life Writing                                     |                                                                                                 |                                                    |
| ENGL/AH/MACS 2               | Signs and Meaning: An Introduction to Semiotics  |                                                                                                 |                                                    |
| MACS 267                     |                                                  |                                                                                                 |                                                    |

|                                        |                                                                |               |                                                        |
|----------------------------------------|----------------------------------------------------------------|---------------|--------------------------------------------------------|
| ENGL 274                               | The Rhetoric of Science                                        |               |                                                        |
| <b>FASHION DESIGN</b>                  |                                                                |               |                                                        |
| FD 193                                 | History of Fashion                                             |               |                                                        |
| <b>FILM</b>                            |                                                                |               |                                                        |
| FILM 110                               | Introduction to Cinema                                         | FILM 310      | Introduction to Film Theory                            |
| FILM 120                               | The History and Aesthetics of World Cinema                     |               |                                                        |
| FILM 200                               | Special Topics in Film                                         |               |                                                        |
| FILM 220                               | India on Film                                                  |               |                                                        |
| <b>LINGUISTICS</b>                     |                                                                |               |                                                        |
| LING 101                               | Introduction to Language                                       |               |                                                        |
| <b>MEDIA AND COMMUNICATION STUDIES</b> |                                                                |               |                                                        |
| MACS 110                               | Introduction to Communication Theory                           | MACS/SOC 334  | Cultural Policy                                        |
| MACS 215                               | Advertising as Social Communication                            | MACS/SOC 385  | Television and Social Values: The Simpsons             |
| MACS 230                               | Cultural Industries in Canada                                  | MACS 399      | Special Topics in Media and Communication Studies      |
| MACS/JRNL 235                          | Introduction to Journalism in Canada                           | MACS 399C     | Rules of Play The Cultural Significance of Video Games |
| MACS 240                               | Media, Money, and Power                                        | MACS 460      | Issues in the Information Society                      |
| <b>MUSIC</b>                           |                                                                |               |                                                        |
| MUSC 100                               | Fundamentals of Music                                          |               |                                                        |
| MUSC 101*                              | Listening to Music                                             |               |                                                        |
| MUSC 150*                              | Intro to Music History – Music of the 20 <sup>th</sup> Century |               |                                                        |
| MACS/MUSC 201                          | Music and Society I                                            |               |                                                        |
| MUSC 202                               | Music and Society II                                           |               |                                                        |
| MUSC 204                               | Opera and Literature                                           |               |                                                        |
| <b>PHILOSOPHY</b>                      |                                                                |               |                                                        |
| PHIL 100                               | Reasoning                                                      | PHIL 305      | Philosophy of Decision Making & Dispute Resolution     |
| <b>THEATRE</b>                         |                                                                |               |                                                        |
| THEA 101                               | Introduction to Theatre                                        | THEA 305      | Theatre for Young Audiences                            |
| THEA 201                               | History of Theatre: 19th Century to the Present                | THEA/MUSC 306 | History of Musical Theatre                             |
| THEA 202                               | History of Theatre: Antiquity to the 18th Century              | THEA 307      | World Theatre                                          |
|                                        |                                                                | THEA 401      | Theories of Theatre                                    |
| <b>VISUAL ARTS</b>                     |                                                                |               |                                                        |
|                                        |                                                                | VA 360        | Professional Development and Practices                 |

## PRACTICE COURSES

### LOWER LEVEL

### UPPER LEVEL

#### BUSINESS ADMINISTRATION

|         |                                  |
|---------|----------------------------------|
| BUS 120 | Essentials of Marketing          |
| BUS 145 | Accelerated Financial Accounting |

#### COMMUNICATIONS

|               |                                                   |               |                                                |
|---------------|---------------------------------------------------|---------------|------------------------------------------------|
| CMNS 155      | Introduction to Workplace Communication           | CMNS/JRNL 300 | Introduction to the Practice of Journalism     |
| CMNS/MACS 212 | Basic Public Relations and Advocacy Communication | CMNS/JRNL 301 | Advanced Practice of Journalism                |
| CMNS 235      | Oral Communications                               | CMNS 312      | Introduction to Public and Community Relations |
| CMNS 251      | Professional Report Writing                       | CMNS 325      | Writing for the Sciences and Technologies      |
|               |                                                   | CMNS 335      | Advanced Oral Communication for Professionals  |
|               |                                                   | CMNS 351      | Professional Formal Research Report Writing    |
|               |                                                   | CMNS 360      | Advocacy Writing                               |
|               |                                                   | CMNS 365      | Grant and Proposal Writing                     |
|               |                                                   | CMNS 375      | Document Design, Desktop and Web Publishing    |
|               |                                                   | CMNS 390      | Designing End-User and Technical Documentation |
|               |                                                   | CMNS 412      | Communications Practicum                       |
|               |                                                   | CMNS 420      | Virtual Team Communication                     |

|                                           |                                                      |               |                                                          |
|-------------------------------------------|------------------------------------------------------|---------------|----------------------------------------------------------|
|                                           |                                                      | CMNS/ADED 445 | Facilitating Skills for the Workplace                    |
| <b>COMPUTER INFORMATION SYSTEMS</b>       |                                                      |               |                                                          |
| CIS 104                                   | Elements of Computer Information Systems             | CIS 370       | Software Engineering                                     |
| CIS 145                                   | Web Publishing                                       | CIS 385       | Project Management                                       |
| CIS 160                                   | Introductory Web Graphics & Animation                |               |                                                          |
| CIS 162                                   | Introduction to Animation                            |               |                                                          |
| CIS 165                                   | 3D Animation                                         |               |                                                          |
| CIS 185                                   | Introduction to Programming using Media              |               |                                                          |
| CIS 230                                   | Databases and Database Management Systems            |               |                                                          |
| CIS 245                                   | Intermediate Web Programming                         |               |                                                          |
| CIS 262                                   | Web-Based Computer Game Development                  |               |                                                          |
| CIS 270                                   | Analysis and Design                                  |               |                                                          |
| <b>COMPUTING SCIENCE</b>                  |                                                      |               |                                                          |
| COMP 150                                  | Introduction to Programming                          | COMP 360      | Computer Graphics                                        |
| COMP 152                                  | Introduction to Structured Programming               | COMP 361      | Introduction to Robotics and Embedded Systems            |
| COMP 155                                  | Object-oriented Programming                          | COMP 455      | Distributed Programming                                  |
| COMP 251                                  | Data Structures and Algorithms                       |               |                                                          |
| <b>ENGLISH</b>                            |                                                      |               |                                                          |
| ENGL 104                                  | Intro to Creative Writing: Fiction, Poetry and Drama | ENGL 302      | Creative Writing: Advanced Short Fiction                 |
| ENGL 208                                  | Creative Writing: Screenwriting                      | ENGL 303      | Creative Writing: Writing Historical Fiction             |
| ENGL 211                                  | Creative Writing: Play-Writing                       | ENGL 311      | Creative Writing: Novel Writing                          |
| ENGL 212                                  | Creative Writing: Fiction                            | ENGL 313      | Creative Writing: Advanced Poetry                        |
| ENGL 213                                  | Creative Writing: Poetry                             | ENGL 315      | Creative Writing: Writing Children's Literature          |
| ENGL 215                                  | Creative Writing: Creative Non-fiction               | ENGL/JRNL 373 | Rhetoric: Literary Journalism                            |
|                                           |                                                      | ENGL 374      | Rhetoric: Advanced Composition                           |
|                                           |                                                      | ENGL 377      | Creative Writing: Film Adaptations of English Literature |
|                                           |                                                      | ENGL 378      | Creative Writing: Advanced Screenwriting                 |
|                                           |                                                      | ENGL 381      | Creative Writing: Playwriting                            |
| <b>FASHION DESIGN</b>                     |                                                      |               |                                                          |
| FD 115                                    | Computer Applications for Fashion                    |               |                                                          |
| FD 163                                    | Fundamentals of Fashion Design                       |               |                                                          |
| <b>GRAPHIC DESIGN</b>                     |                                                      |               |                                                          |
| GD 101                                    | Fundamentals of Design                               | GD 332        | Virtual Space Design                                     |
| GD 154                                    | Typography                                           | GD 358*       | Interactive Design for Portfolio                         |
| GD 157                                    | Digital Design Media I                               | GD 378        | Advanced Digital Imaging                                 |
| GD 158                                    | Digital Design Media II                              |               |                                                          |
| GD 161                                    | Graphic & Digital Design I                           |               |                                                          |
| GD 203                                    | Dynamic Media I: Motion Graphics                     |               |                                                          |
| GD 204                                    | Interactive Design II                                |               |                                                          |
| GD 231                                    | Dynamic Media II: Animation & Character Modeling     |               |                                                          |
| <b>LIBRARY AND INFORMATION TECHNOLOGY</b> |                                                      |               |                                                          |
| LIBT 145                                  | Internet Information Retrieval                       |               |                                                          |
| <b>MUSIC</b>                              |                                                      |               |                                                          |
| MUSC 199                                  | Ensemble Practicum                                   |               |                                                          |
| MUSC 297                                  | Directed Independent Study I                         |               |                                                          |
| MUSC 298                                  | Directed Independent Study II                        |               |                                                          |
| <b>PHILOSOPHY</b>                         |                                                      |               |                                                          |
| PHIL 100                                  | Reasoning                                            | PHIL 305      | Philosophy of Decision Making & Dispute Resolution       |
| <b>THEATRE</b>                            |                                                      |               |                                                          |
| THEA 112                                  | Acting II                                            | THEA 311      | Acting for the Camera                                    |
| THEA 121                                  | Introduction to Technical Theatre                    | THEA 315      | Shakespeare in Performance                               |
| THEA 123                                  | Introduction to Technical Theatre II                 | THEA 352      | Playmaking I                                             |
| THEA 199                                  | Practicum I                                          | THEA 353      | Playmaking II                                            |
| THEA 211                                  | Acting III                                           | THEA 360      | Selected Topics in Theatre                               |
| THEA 212                                  | Acting IV                                            | THEA 370      | Intro to Stage Design                                    |

|                    |                                               |                  |                                     |
|--------------------|-----------------------------------------------|------------------|-------------------------------------|
| THEA 215           | Introduction to Voice                         | THEA 399         | Practicum III                       |
| THEA 250           | Introduction to Storytelling                  | THEA 450         | Directing I                         |
| THEA 297           | Independent Study                             | THEA 451         | Directing II                        |
| THEA 298           | Independent Study                             | THEA 499         | Practicum IV                        |
| THEA 299           | Practicum II                                  |                  |                                     |
| <b>VISUAL ARTS</b> |                                               |                  |                                     |
| VA 115             | Introductory Studio I: Material Practices     | VA/JRNL/FILM 365 | Documentary Video Storytelling      |
| VA 116             | Introductory Studio II: Space, Form and Time  | VA 366           | Documentary Video Production        |
| VA 117             | Introduction to Animation Drawing             | VA 371           | New Media III – Interactive Art     |
| VA 160             | Introduction to Video Production              | VA 372           | New Media IV – Project in New Media |
| VA 161             | Video Production II                           | VA 471           | Independent Study – New Media       |
| VA 180             | Digital Photography I                         | VA 472           | Independent Study – New Media       |
| VA 271             | New Media I: Introduction to Electronic Media |                  |                                     |
| VA 272             | New Media II: Computational Media Art         |                  |                                     |

### **Bachelor of Media Arts Requirements – Concentrations**

The concentration options are outlined below:

- A. Digital Art
- B. Writing and Publishing
- C. Performance
- D. Interactive Media Programmer
- E. Interactive Media Production Management
- F. Screen Studies

#### **A. Digital Art**

**Calendar Description:** The Digital Art concentration will appeal to students interested in becoming independent or freelance creative artists. Following in the tradition of Fine Arts studies, artists specializing in digital media are equipped to produce work within the context of established galleries and arts venues, but are further capable of combining and exploring alternative circuits of dissemination at the abundant intersections of culture and technology. Video screens, sound systems, the Internet, stage performances, interactive physical locations, and mobile social spaces are all activated by the imaginations of new media artists. Artists in this field work at the forefront of digital media technology, but also drive the development of new technologies and cultural interfaces. The creative, imaginative, critical, and technical capabilities of digital media artists make them valuable members of any team-based effort working across a spectrum of cultural productions in the new digital media environment.

Note: No course may be taken to meet more than one requirement.

#### **YEARS 1 & 2**

| <b>COURSE</b>   | <b>TITLE</b>                                | <b>CREDITS</b> |
|-----------------|---------------------------------------------|----------------|
| AH 102          | History of Western Art: 1400 to the Present | 3              |
| AH 205          | Arts Practices and Popular Culture I        | 3              |
| BUS 100         | Introduction to Business                    | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS  | 3              |
| CMNS 175        | Writing for the Internet                    | 3              |
| CMNS 200        | Introduction to Portfolio Development       | 3              |

|                                       |                                                                         |              |
|---------------------------------------|-------------------------------------------------------------------------|--------------|
| ONE OF:                               | ENG 105 – Academic Writing                                              | 3-9          |
|                                       | ARTS 100 – Home and the World: Introduction to University Studies       |              |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication         |              |
| FILM 110                              | Introduction to Cinema                                                  | 3            |
| MACS 130                              | Mass Communication in Canada                                            | 3            |
| MACS 221                              | Media and Audiences                                                     | 3            |
| THEA 111                              | Acting I                                                                | 3            |
| VA 116                                | Introductory Studio II: Space, Form and Time                            | 3            |
| VA 160                                | Introduction to Video Production                                        | 3            |
| VA 180                                | Digital Photography I                                                   | 3            |
| VA 271                                | New Media I: Introduction to Electronic Media                           | 3            |
| VA 272                                | New Media II: Computational Media Art                                   | 3            |
| PLUS 1                                | Theory course chosen from Digital Art lower-level theory list below     | 3            |
| PLUS 3                                | Practice course chosen from Digital Art lower-level practice list below | 9-12         |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                         | <b>60-69</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                  | CREDITS      |
|------------------------------------------|----------------------------------------------------------------------------------------|--------------|
| AH 314                                   | Arts in Context: Modernism                                                             | 4            |
| AH 315                                   | Arts in Context: Contemporary                                                          | 4            |
| MACS 350                                 | Critical Studies in Digital Media in Canada                                            | 4            |
| MACS 369                                 | Media Law and Ethics                                                                   | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                        | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                       | 4            |
| VA 360                                   | Professional Development and Practices                                                 | 3            |
| VA 371                                   | New Media III – Interactive Art                                                        | 3            |
| VA 372                                   | New Media IV – Project in New Media                                                    | 3            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy                                                         | 4            |
|                                          | MACS 460 – Issues in the Information Society                                           |              |
| PLUS any 4                               | General elective course from any discipline, at any level, offered in a degree program | 12-16        |
| PLUS 1                                   | Theory course chosen from Digital Art upper-level theory list below                    | 3-4          |
| PLUS 3                                   | Practice courses chosen from digital Art upper-level practice list below               | 9-12         |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                        | <b>61-69</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                        | <b>60</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                        | <b>61</b>    |
| <b>Minimum Total program credits</b>     |                                                                                        | <b>121</b>   |

**Digital Art  
LOWER-LEVEL**

| THEORY    |                                                                | PRACTICE |                                         |
|-----------|----------------------------------------------------------------|----------|-----------------------------------------|
| AH 100    | History of Art and Culture in a Global Context                 | CIS 145  | Web Publishing                          |
| ENGL/AH/  | Signs and Meaning: An Introduction to Semiotics                | CIS 160  | Introductory Web Graphics & Animation   |
| MACS 267  |                                                                | CIS 162  | Introduction to Animation               |
| FILM 120  | Foreign Film Studies                                           | CIS 165  | 3D Animation                            |
| FILM 200  | Special Topics in Film                                         | CIS 180  | Introduction to Visual Programming      |
| FILM 220  | India on Film                                                  | CIS 185  | Introduction to Programming using Media |
| MACS 110  | Introduction to Communication Theory                           | CIS 245  | Intermediate Web Programming            |
| MACS 230  | Cultural Industries in Canada                                  | CIS 262  | Web-Based Computer Game Development     |
| MUSC 101* | Listening to Music                                             | CIS 270  | Analysis and Design                     |
| MUSC 150* | Intro to Music History – Music of the 20 <sup>th</sup> Century | COMP 125 | Principles of Computing                 |
|           |                                                                | COMP 150 | Introduction to Programming             |
|           |                                                                | COMP 152 | Introduction to Structured Programming  |
|           |                                                                | COMP 155 | Object-oriented Programming             |
|           |                                                                | COMP 251 | Data Structures and Algorithms          |

|          |                                                             |
|----------|-------------------------------------------------------------|
| ENGL 104 | Introduction to Creative Writing: Fiction, Poetry and Drama |
| ENGL 208 | Creative Writing: Screenwriting                             |
| GD 157   | Primary Digital Graphics                                    |
| GD 203   | Interactive Motion Design                                   |
| GD 204   | Interactive Page Design                                     |
| GD 231   | Character Modeling & Animation                              |
| GD 358   | Interactive Design for Portfolio                            |
| THEA 121 | Introduction to Technical Theatre                           |
| THEA 123 | Introduction to Technical Theatre II                        |
| THEA 250 | Introduction to Storytelling                                |
| VA 116   | Introductory Studio II: Space, Form and Time                |
| VA 117   | Introduction to Animation Drawing                           |
| VA 161   | Video Production II                                         |
| VA 180   | Digital Photography I                                       |

*\*Note:* Students who have completed MUSC 101 or 150 may use either or both courses for elective credit.

**Digital Art**  
**UPPER-LEVEL**

| THEORY         |                                                         | PRACTICE |                                          |
|----------------|---------------------------------------------------------|----------|------------------------------------------|
| AH 316         | Arts in Context: Gender, Art and Society                | CIS 370  | Software Engineering                     |
| FILM 310       | Introduction to Film Theory                             | CMNS 365 | Grant and Proposal Writing               |
| MACS/SOC 334** | Cultural Policy                                         | COMP 350 | User Interface Design and Programming    |
| MACS/SOC 385   | Television and Social Values: The Simpsons              | COMP 351 | Advanced Website Programming             |
| MACS 399       | Special Topics in Media and Communication Studies       | COMP 360 | Computer Graphics                        |
| MACS 399C      | Rules of Play: The Cultural Significance of Video Games | ENGL 378 | Creative Writing: Advanced Screenwriting |
| MACS 460**     | Issues in the Information Society                       | GD 332   | Virtual Space Design                     |
|                |                                                         | GD 378   | Advanced Digital Imaging                 |
|                |                                                         | THEA 311 | Acting for the Camera                    |
|                |                                                         | THEA 370 | Intro to Stage Design                    |
|                |                                                         | VA/JRNL/ | Documentary Video Storytelling           |
|                |                                                         | FILM 365 |                                          |
|                |                                                         | VA 366   | Documentary Video Production             |
|                |                                                         | VA 471   | Independent Study – New Media            |
|                |                                                         | VA 472   | Independent Study – New Media            |

*\*\*Note:* courses marked \*\* may still be taken as stream core elective if not already selected as a degree core requirement

## **B. Writing and Publishing**

**Calendar description:** This is a writing-intensive concentration designed for students who love to write and want a career in the new media content industries. It covers the skills needed in industries where writing and publishing for media are a focus, such as: e-learning; interactive mobile applications; digital film and animation; interactive design and entertainment; communications; journalism; creative writing; technical writing; and public relations.

Students may choose:

1. The genre of writing in which they wish to specialize (creative, technical, journalistic, or a combination); and
2. Which media, and how many, to focus on.

The Writing and Publishing concentration focuses on competencies in new media and reflects current workplace applications. It recognizes the need for: cross-disciplinary research; creative thinking and problem-solving; communication and interpersonal skills; proficiency in business writing; critical thinking; and writing skills needed in the digital age.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE          | TITLE                                                                                                                                                                                                                                                                                                                                                                                                       | CREDITS |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                    | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| CMNS 175        | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                    | 3       |
| CMNS 200        | Introduction to Portfolio Development                                                                                                                                                                                                                                                                                                                                                                       | 3       |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                    | 3-9     |
| MACS 130        | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                | 3       |
| MACS 221        | Media and Audiences                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| THEA 111        | Acting I                                                                                                                                                                                                                                                                                                                                                                                                    | 3       |
| ONE OF:         | CIS 145 – Web Publishing<br>GD 157 – Primary Digital Graphics<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                     | 3       |
| TWO OF:         | CIS 104 – Elements of Computer Information Systems<br>CMNS 125 – Introduction to Workplace Communication<br>CMNS 180 – Introduction to Intercultural Communication<br>ENGL 104 – Introduction to Creative Writing: Fiction, Poetry and Drama<br>ENG 115 – Great Books: The Western Tradition in Literature<br>ENGL 208 – Creative Writing: Screenwriting<br>MACS 110 – Introduction to Communication Theory | 6       |
| ONE OF:         | GD 101 – Fundamentals of Design<br>GD 154 – Typography<br>GD 159 – Digital Design Media II<br>GD 161 – Graphic & Digital Design I                                                                                                                                                                                                                                                                           | 3       |
| ONE OF:         | LIBT 145 – Internet Information Retrieval<br>VA 160 – Introduction to Video Production<br>VA 161 – Video Production II<br>VA 180 – Digital Photography I                                                                                                                                                                                                                                                    | 3       |
| ONE OF:         | AH 100 – History of Art and Culture in a Global Context<br>AH 102 – History of Western Art: 1400 to the Present<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema                                                                                                                                                                                               | 3       |
| TWO OF:         | CMNS/MACS 212 – Basic Public Relations and Advocacy Communication<br>CMNS 251 – Professional Report Writing<br>ENGL 211 – Creative Writing: Play-Writing<br>ENGL 212 – Creative Writing: Fiction<br>ENGL 213 – Creative Writing: Poetry<br>ENGL 274 – The Rhetoric of Science                                                                                                                               | 6       |
| ONE OF:         | GD 203 – Dynamic Media I: Motion Graphics<br>GD 204 – Interactive Design II<br>GD 358 – Interactive Design for Portfolio<br>VA 280 – Digital Photography II                                                                                                                                                                                                                                                 | 3       |
| TWO OF:         | MACS 215 – Advertising as Social Communication<br>MACS 230 – Cultural Industries in Canada<br>MACS/JRNL 235 – Introduction to Journalism in Canada<br>ENGL 209 – The Structure of the English Language                                                                                                                                                                                                      | 6       |



|                                                           |                                                                                        |              |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------|--------------|
|                                                           | ENGL 210 – Composition                                                                 |              |
|                                                           | ENGL 263 – Life Writing                                                                |              |
|                                                           | AH 205 – Art Practices and Po Popular Culture I                                        |              |
|                                                           | CMNS 235 – Oral Communications                                                         |              |
|                                                           | THEA 250 – Introduction to Storytelling                                                |              |
| <b>PLUS 32</b>                                            | General elective course from any discipline, at any level, offered in a degree program | 9-12         |
| <b>TOTAL credits in years 1&amp;2 lower-level credits</b> |                                                                                        | <b>63-74</b> |

**YEARS 3 & 4**

| <b>COURSE</b>                                             | <b>TITLE</b>                                                                            | <b>CREDITS</b> |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|
| CMNS 320                                                  | Editing Principles and Applications                                                     | 4              |
| CMNS 375                                                  | Understanding Design for Print Publications                                             | 3              |
| CMNS 412                                                  | Communications Practicum                                                                | 4              |
| MACS 350                                                  | Critical Studies in Digital Media in Canada                                             | 4              |
| MACS 369                                                  | Media Law and Ethics                                                                    | 4              |
| MACS 401                                                  | Media Arts Integrated Project I                                                         | 4              |
| MACS 402                                                  | Media Arts Integrated Project II                                                        | 4              |
| ONE OF:                                                   | CMNS 365 – Grant and Proposal Writing                                                   |                |
|                                                           | VA 360 – Professional Development and Practices                                         | 3              |
| ONE OF:                                                   | MACS/SOC 334 – Cultural Policy                                                          | 4              |
|                                                           | MACS 460 – Issues in the Information Society                                            |                |
| Two OF:                                                   | CMNS/JRNL 300 – Introduction to the Practice of Journalism                              | 6-8            |
|                                                           | CMNS/JRNL 301 – Advanced Practice of Journalism                                         |                |
|                                                           | CMNS 312 – Introduction to Public and Community Relations                               |                |
|                                                           | CMNS 325 – Writing for the Sciences and Technologies                                    |                |
|                                                           | CMNS 351 – Professional Formal Research Report Writing                                  |                |
|                                                           | CMNS 360 – Advocacy Writing                                                             |                |
|                                                           | CMNS/ENGL 385 – Language and Action: A Seminar in Contemporary Rhetoric                 |                |
|                                                           | CMNS 390 – Designing End-User and Technical Documentation                               |                |
|                                                           | ENGL 302 – Creative Writing: Advanced Short Fiction                                     |                |
|                                                           | ENGL 303 – Creative Writing: Writing Historical Fiction                                 |                |
|                                                           | ENGL 311 – Creative Writing: Novel Writing                                              |                |
|                                                           | ENGL/JRNL 373 – Rhetoric: Literary Journalism                                           |                |
|                                                           | ENGL 374 – Rhetoric: Advanced Composition                                               |                |
|                                                           | ENGL 381 – Creative Writing: Playwriting                                                |                |
| ONE OF:                                                   | AH 316 – Arts in Context: Gender, Art and Society                                       | 3-4            |
|                                                           | CIS 485 – Ethics & Other Management Issues in Information Systems                       |                |
|                                                           | ENGL 313 – Creative Writing: Advanced Poetry                                            |                |
|                                                           | ENGL 315 – Creative Writing: Writing Children’s Literature                              |                |
|                                                           | ENGL 370 – The History of the English Language                                          |                |
|                                                           | ENGL 372 – Canadian English                                                             |                |
|                                                           | ENGL 377 – Creative Writing: Film Adaptations of English Literature                     |                |
|                                                           | MACS 399C – Rules of Play: The Cultural Significance of Video Games                     |                |
|                                                           | THEA 311 – Acting for the Camera                                                        |                |
|                                                           | VA/JRNL/FILM 365 – Documentary Video Storytelling                                       |                |
| ONE OF:                                                   | CMNS 420 – Virtual Team Communication                                                   | 3-4            |
|                                                           | CMNS 430 – Project Management Communication in Action                                   |                |
| <b>PLUS 4</b>                                             | General elective courses from any discipline, at any level, offered in a degree program | 12-16          |
| <b>TOTAL credits in years 3&amp;4 upper-level credits</b> |                                                                                         | <b>58-66</b>   |
| <b>Minimum Total lower-level credits</b>                  |                                                                                         | <b>63</b>      |
| <b>Minimum Total upper-level credits</b>                  |                                                                                         | <b>58</b>      |
| <b>Minimum Total program credits</b>                      |                                                                                         | <b>121</b>     |

**C. Performance**

**Calendar description:** Performance plays an important role in the media arts. The performance concentration will provide students with opportunities to explore performance in a range of live, digital and interactive environments. Students will discover how the creation of compelling characters and the development of interesting stories are the foundations for content creation in all media platforms, whether it be performing live, developing a film script, or collaborating on a new videogame design.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE             | TITLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | CREDITS |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100            | Introduction to Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| CIS 110/BUS 160    | Computerized Business Application and MIS                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| CMNS 175           | Writing for the Internet                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| CMNS 200           | Introduction to Portfolio Development                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3       |
| ONE OF:            | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication                                                                                                                                                                                                                                                                                                          | 3-9     |
| MACS 130           | Mass Communication in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3       |
| MACS 221           | Media Audiences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3       |
| THEA 111           | Acting I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| THEA 112           | Acting II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3       |
| THEA 221           | Acting III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3       |
| ONE OF:            | THEA 212 – Acting IV<br>THEA 215 – Introduction to Voice                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3       |
| ONE OF:            | THEA 121 – Introduction to Technical Theatre I<br>THEA 123 – Introduction to Technical Theatre II<br>THEA 199 – Technical Theatre Practicum                                                                                                                                                                                                                                                                                                                                                       | 3       |
| ONE OF:            | THEA 290 – Theatre Practice – Small Ensemble<br>THEA 295 – Theatre Practice – Large Ensemble<br>THEA 299 – Theatre Production Practicum                                                                                                                                                                                                                                                                                                                                                           | 3       |
| ONE OF:            | CIS 145 – Web Publishing<br>GD 157 – Digital Design Media I<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                                                                                                                                                                                                                                                                                             | 3       |
| Group A<br>TWO OF: | AH 100 – History of Art and culture in a Global Context<br>AH 101 – History of Western Art to 1400<br>AH 102 – History of Western Art: 1400 to the Present<br>MUSC 150 – Introduction to Music History: Music of the 20 <sup>th</sup> Century<br>FILM 110 – Introduction to Cinema<br>FILM 120 – The History and Aesthetics of World Cinema<br>THEA 201 – History of Theatre: 19 <sup>th</sup> Century to the Present<br>THEA 202 – History of Theatre: Antiquity to the 18 <sup>th</sup> Century | 3       |
| Group B<br>TWO OF: | CIS 145 – Web Publishing<br>CIS 185 – Introduction to Programming using Media<br>CMNS 235 – Oral Communications<br>ENGL 208 – Creative Writing: Screenwriting<br>ENGL 211 – Creative Writing: Play-writing<br>GD 101 – Fundamentals of Design<br>GD 157 – Digital Design Media I<br>THEA 250 – Introduction to Storytelling<br>VA 115 – Introductory Studio I: Material Practices<br>VA 160 – Introduction to Video Production                                                                    | 6       |

|                                           | VA 161 – Video Production II<br>VA 180 – Digital Photography I<br>VA 272 – New Media II – Computational Media Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Group C                                   | 6 credits of electives from courses at any level, including courses from group A or B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6              |
| <b>TOTAL credits in years 1&amp;2</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60-66</b>   |
| <b>YEARS 3 &amp; 4</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |
| <b>COURSE</b>                             | <b>TITLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>CREDITS</b> |
| MACS 350                                  | Critical Studies in Digital Media in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4              |
| MACS 369                                  | Media Law and Ethics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4              |
| MACS 401                                  | Media Arts Integrated Project I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4              |
| MACS 402                                  | Media Arts Integrated Project II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4              |
| THEA 311                                  | Acting for the Camera                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4              |
| THEA 401                                  | Theories of Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4              |
| VA/JRNL/FILM 365                          | Documentary Video Storytelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3              |
| ONE OF:                                   | MACS/SOC 334 – Cultural Policy<br>MACS 460 – Issues in the Information Society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4              |
| ONE OF:                                   | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3              |
| Group A<br>TWO OF:                        | THEA 315 – Shakespeare in Performance<br>THEA 352 – Playmaking I<br>THEA 353 – Playmaking II<br>THEA 450 – Directing I<br>THEA 451 – Directing II<br>THEA 399 – Intermediate Practicum in Theatre<br>THEA 499 – Advanced Practicum in Theatre                                                                                                                                                                                                                                                                                                                                                      | 8              |
| Group B<br>TWO OF:                        | GD 332 – Virtual Space Design<br>THEA 370 – Design for the Theatre<br>VA 371 – New Media III<br>VA 372 – New Media IV: Project in New Media                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6-7            |
| Group C<br>ONE OF:                        | AH/FD 340 – Fashion as Art/ Art as Fashion<br>CMNS 335 – Advanced Oral Communications for Professionals<br>CMNS/JRNL 301 – Advanced Practice of Journalism<br>ENGL 377 – Creative Writing: Film Adaptations of English Literature<br>ENGL 378 – Advanced Screenwriting<br>ENGL 381 – Creative Writing: Film Adaptations of English Literature<br>FILM 310 – Introduction to Film Theory<br>THEA 305 – Theatre for Young Audiences<br>THEA/MUSC 306 – History of Musical Theatre<br>THEA 307 – World Theatre<br>THEA 360 – Selected Topics in Theatre<br>VA/FILM 366 – Documentary Video Production | 3-4            |
| THREE elective courses at the upper level |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 9-12           |
| <b>TOTAL credits in years 3&amp;4</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60-65</b>   |
| <b>Minimum Total lower-level credits</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b>      |
| <b>Minimum Total upper-level credits</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b>      |
| <b>Minimum Total program credits</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>120</b>     |

#### **D. Interactive Media Programmer**

**Calendar description:** Interactive media programmers write, modify, integrate and test computer code for Internet applications, computer-based training software, computer games, film, audio,

video, animation and other interactive media. They often work closely with graphic designers and visual artists to create interfaces for interactive digital media (including e- commerce), or special effects for film. Because computer technology is constantly changing, this concentration emphasizes programming principles, literacy in related creative disciplines, teamwork, and the ability to adapt to new technologies as they appear.

Note: No course may be taken to meet more than one requirement.

**YEARS 1 & 2**

| COURSE                                | TITLE                                                                                  | CREDITS   |
|---------------------------------------|----------------------------------------------------------------------------------------|-----------|
| CIS 110/BUS 160                       | Computerized Business Applications and MIS                                             | 3         |
| CIS 145                               | Web Publishing                                                                         | 3         |
| CIS 162                               | Introduction to Animation                                                              | 3         |
| CIS 245                               | Intermediate Web Programming                                                           | 4         |
| CIS 262                               | Web-Based Computer Game Development                                                    | 3         |
| CMNS 175                              | Writing for the Internet                                                               | 3         |
| COMP 125                              | Principles of Computing                                                                | 3         |
| COMP 150                              | Introduction to Programming                                                            | 4         |
| COMP 155                              | Object-oriented Programming                                                            | 4         |
| COMP 251                              | Data Structures and Algorithms                                                         | 4         |
| ONE OF:                               | ENGL 105 – Academic Writing                                                            | 3         |
|                                       | ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies |           |
|                                       | CMNS 155 – Introduction to Workplace and Academic Communication                        |           |
| GD 157                                | Digital Design Media I                                                                 | 3         |
| One of: GD 231                        | Dynamic Media II: Animation & Character Modeling                                       | 3         |
| VA 272                                | New Media II: Computational Media Art                                                  |           |
| MACS 130                              | Mass Communication in Canada                                                           | 3         |
| MATH 125                              | Introduction to Discrete Mathematics                                                   | 4         |
| THEA 111                              | Acting I                                                                               | 3         |
| VA 271                                | New Media I: Introduction to Electronic Media                                          | 3         |
| ONE OF:                               | GD 203 – Dynamic Media I: Motion Graphics                                              | 3         |
|                                       | GD 204 – Interactive Design II                                                         |           |
| ONE OF:                               | AH 100 – History of Art and Culture in a Global Context                                | 3         |
|                                       | AH 102 – History of western Art: 1400 to Present                                       |           |
|                                       | FILM 110 – Introduction to Cinema                                                      |           |
|                                       | FILM 120 – The History and Aesthetics of World Cinema                                  |           |
|                                       | FILM 220 – The History and Aesthetics of World Cinema                                  |           |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                        | <b>62</b> |

**YEARS 3 & 4**

| COURSE         | TITLE                                       | CREDITS |
|----------------|---------------------------------------------|---------|
| CIS 230        | Databases and Database Management           | 3       |
| CIS 270        | Analysis and Design                         | 3       |
| CIS 370        | Software Engineering                        | 3       |
| CIS 386        | Human Computer Interaction                  | 3       |
| CMNS 200       | Introduction to Portfolio Development       | 3       |
| CMNS 235       | Oral Communications                         | 3       |
| CMNS/ADED 445  | Facilitating Skills for the Workplace       | 4       |
| COMP 360       | Computer Graphics                           | 3       |
| One of: GD 332 | Virtual Space Design                        | 3       |
| VA 371         | New Media III                               |         |
| MACS 221       | Media and Audiences                         | 3       |
| MACS 350       | Critical Studies in Digital Media in Canada | 4       |

|                                          |                                                                                                                                                       |              |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| MACS 369                                 | Media Law and Ethics                                                                                                                                  | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                                                                                       | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                                                                                      | 4            |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices                                                              | 3            |
| ONE OF:                                  | MACS/SOC 334 – Cultural Policy<br>MACS 460 – Issues in the Information Society<br>MACS 399C - Rules of Play: The Cultural Significance of Video Games | 4            |
| PLUS 1                                   | Non-CIS practice course chosen from the practice list                                                                                                 | 3-4          |
| PLUS 1                                   | General elective course from any discipline, at any level, offered in a degree program                                                                | 3-4          |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                                                                                       | <b>64-66</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                                                                                       | <b>62</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                                                                                       | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                                                                                       | <b>122</b>   |

### **E. Interactive Media Production Management**

**Calendar description:** Interactive media production management is an emerging field. Managing creative teams, coordinating work flow, and overseeing a large project in the new media require both a knowledge of new media production processes and management skills, particularly listening and writing. These skills, however, must be tailored to this particular field, where most projects are done in teams, self-employment is the norm, and projects must be funded through a new business model. This specialist program addresses such needs, focusing on problem-solving, facilitation, and persuasive communication, as well as basic creative production processes.

Note: No course may be taken to meet more than one requirement.

#### **YEARS 1 & 2**

| <b>COURSE</b>   | <b>TITLE</b>                                                                                                                                                                              | <b>CREDITS</b> |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| BUS 100         | Introduction to Business                                                                                                                                                                  | 3              |
| BUS 120         | Essentials of Marketing                                                                                                                                                                   | 3              |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                                                | 3              |
| CMNS 175        | Writing for the Internet                                                                                                                                                                  | 3              |
| CMNS 200        | Introduction to Portfolio Development                                                                                                                                                     | 3              |
| CMNS/MACS 212   | Basic Public Relations and Advocacy Communication                                                                                                                                         | 3              |
| CMNS 235        | Oral Communications                                                                                                                                                                       | 3              |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication. | 3              |
| MACS 130        | Mass Communication in Canada                                                                                                                                                              | 3              |
| MACS 221        | Media and Audiences                                                                                                                                                                       | 3              |
| PHIL 100        | Reasoning                                                                                                                                                                                 | 3              |
| THEA 111        | Acting I                                                                                                                                                                                  | 3              |
| ONE OF:         | GD 157 – Digital Design Media I<br>VA 271 – New Media I: Introduction to Electronic Media                                                                                                 | 3-9            |
| PLUS 3          | Theory courses chosen from lower-level general degree list                                                                                                                                | 9              |
| PLUS 3          | Practice courses chosen from lower-level general degree list                                                                                                                              | 9-12           |
| PLUS 1          | General elective course from any discipline, at any level, offered in a degree program                                                                                                    | 3-4            |

| TOTAL credits in years 1&2        |                                                                                          | 60-70   |
|-----------------------------------|------------------------------------------------------------------------------------------|---------|
| <b>YEARS 3 &amp; 4</b>            |                                                                                          |         |
| COURSE                            | TITLE                                                                                    | CREDITS |
| CMNS 335                          | Advanced Oral Communication for Professionals                                            | 4       |
| CMNS/ADED 445                     | Facilitating Skills for the Workplace                                                    | 4       |
| MACS/SOC 334                      | Cultural Policy                                                                          | 4       |
| MACS 350                          | Critical Studies in Digital Media in Canada                                              | 4       |
| MACS 369                          | Media Law and Ethics                                                                     | 4       |
| MACS 401                          | Media Arts Integrated Project I                                                          | 4       |
| MACS 402                          | Media Arts Integrated Project II                                                         | 4       |
| MACS 460                          | Issues in the Information Society                                                        | 4       |
| PHIL 305                          | Philosophy of Decision Making and Dispute Resolution                                     | 3       |
| ONE OF:                           | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices | 3       |
| ONE OF:                           | CIS 385 – Project Management<br>CMNS 420 – Virtual Team Communication                    | 3-4     |
| PLUS 2                            | Theory courses chosen from upper-level general degree list                               | 6-8     |
| PLUS 2                            | Practice courses chosen from upper-level general degree list                             | 6-8     |
| PLUS 2                            | General elective courses from any discipline, at any level, offered in a degree program  | 6-8     |
| TOTAL credits in years 3&4        |                                                                                          | 60-66   |
| Minimum Total lower-level credits |                                                                                          | 60      |
| Minimum Total upper-level credits |                                                                                          | 60      |
| Minimum Total program credits     |                                                                                          | 120     |

## F. Screen Studies

**Calendar description:** We spend a large proportion of our waking lives staring at or into screens, from the tiny windows on our cell phones to the gigantic projections in IMAX theatres. Yet we don't necessarily reflect on the effect that these lifelong practices are having on us and on society as a whole. Screen studies focuses on enabling students to assess the impact that screens in the broadest sense are having on their lives. Students in this concentration will explore this impact in terms of how their viewing experiences affect thoughts, emotions and behaviours for better and for worse. They will also focus on the other side of the screen to examine how producers create messages that communicate effectively and persuasively to the audiences that they want to reach.

Note: No course may be taken to meet more than one requirement.

### YEARS 1 & 2

| COURSE          | TITLE                                                                                                                                                                                    | CREDITS |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| BUS 100         | Introduction to Business                                                                                                                                                                 | 3       |
| CIS 110/BUS 160 | Computerized Business Applications and MIS                                                                                                                                               | 3       |
| CMNS 175        | Writing for the Internet                                                                                                                                                                 | 3       |
| CMNS 200        | Introduction to Portfolio Development                                                                                                                                                    | 3       |
| ONE OF:         | ENGL 105 – Academic Writing<br>ARTS 100 – Home and the World: An Interdisciplinary Introduction to University Studies<br>CMNS 155 – Introduction to Workplace and Academic Communication | 3-9     |
| ENGL 208        | Creative Writing: Screenwriting                                                                                                                                                          | 3       |

|                                       |                                                                                                                       |              |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------|
| FILM 110                              | Introduction to Cinema                                                                                                | 3            |
| FILM 120                              | The History and Aesthetics of World Cinema                                                                            | 3            |
| FILM 220                              | India on Film                                                                                                         | 3            |
| MACS 130                              | Mass Communication in Canada                                                                                          | 3            |
| MACS 221                              | Media and Audiences                                                                                                   | 3            |
| THEA 111                              | Acting I                                                                                                              | 3            |
| ONE OF:                               | VA 271 – New Media I: Introduction to Electronic Media<br>GD 157 – Digital Design Media I<br>CIS 145 – Web Publishing | 3            |
| <b>PLUS 3</b>                         | Theory courses chosen from lower-level Screen Studies list below                                                      | 9            |
| <b>PLUS 4</b>                         | Practice courses chosen from lower-level Screen Studies list below                                                    | 12-13        |
| <b>TOTAL credits in years 1&amp;2</b> |                                                                                                                       | <b>60-67</b> |

**YEARS 3 & 4**

| COURSE                                   | TITLE                                                                                    | CREDITS      |
|------------------------------------------|------------------------------------------------------------------------------------------|--------------|
| MACS/SOC 334                             | Cultural Policy                                                                          | 4            |
| MACS 350                                 | Critical Studies in digital Media in Canada                                              | 4            |
| MACS 369                                 | Media Law and Ethics                                                                     | 4            |
| MACS 401                                 | Media Arts Integrated Project I                                                          | 4            |
| MACS 402                                 | Media Arts Integrated Project II                                                         | 4            |
| MACS 460                                 | Issues in the Information Society                                                        | 4            |
| ONE OF:                                  | CMNS 365 – Grant and Proposal Writing<br>VA 360 – Professional Development and Practices | 3            |
| <b>PLUS 4</b>                            | General elective courses from any discipline, at any level, offered in a degree program  | 12-16        |
| <b>PLUS 3</b>                            | Theory courses chosen from upper-level Screen Studies list below                         | 9-12         |
| <b>PLUS 4</b>                            | Practice courses chosen from upper-level Screen Studies list below                       | 12-16        |
| <b>TOTAL credits in years 3&amp;4</b>    |                                                                                          | <b>60-71</b> |
| <b>Minimum Total lower-level credits</b> |                                                                                          | <b>60</b>    |
| <b>Minimum Total upper-level credits</b> |                                                                                          | <b>60</b>    |
| <b>Minimum Total program credits</b>     |                                                                                          | <b>120</b>   |

**Screen Studies  
LOWER-LEVEL**

| THEORY     |                                                               | PRACTICE |                                                  |
|------------|---------------------------------------------------------------|----------|--------------------------------------------------|
| AH 100     | History of Art and Culture in a Global Context                | CIS 145* | Web Publishing                                   |
| AH 102     | History of Western Art: 1400 to the Present                   | CIS 160  | Introductory Web Graphics and Animation          |
| AH 205     | Arts Practices and Popular Culture I                          | CIS 162  | Introduction to Animation                        |
| ENGL 120   | Introduction to Modern Fiction                                | CIS 165  | 3D Animation                                     |
| ENGL 130   | Introduction to Modern Drama                                  | ENGL 104 | Introduction to Creative Writing: Fiction,       |
| ENGL/AH/   | Signs and Meaning: An Introduction to Semiotics               |          | Poetry and Drama                                 |
| MACS 267   |                                                               | ENGL 211 | Creative Writing: Play-Writing                   |
| FILM 200   | Special Topics in Film                                        | ENGL 212 | Creative Writing: Fiction                        |
| FILM 220*  | India on Film                                                 | ENGL 215 | Creative Writing: Creative Non-fiction           |
| MACS 110   | Introduction to Communication Theory                          | GD 157*  | Digital Design Media I                           |
| MACS 230   | Cultural Industries in Canada                                 | GD 203   | Dynamic Media I: Motion Graphics                 |
| MUSC 101** | Listening to Music                                            | GD 231   | Dynamic Media II: Animation & Character Modeling |
| MUSC 150** | Intro to Music History: Music of the 20 <sup>th</sup> Century | THEA 112 | Acting II                                        |
| THEA 101   | Introduction to Theatre                                       | THEA 121 | Introduction to Technical Theatre                |
| THEA 201   | History of Theatre: 19 <sup>th</sup> Century to the Present   | THEA 123 | Introduction to Technical Theatre II             |

|          |                                                               |          |                                               |
|----------|---------------------------------------------------------------|----------|-----------------------------------------------|
| THEA 202 | History of Theatre: Antiquity to the 18 <sup>th</sup> Century | THEA 199 | Practicum I                                   |
|          |                                                               | THEA 211 | Acting III                                    |
|          |                                                               | THEA 212 | Acting IV                                     |
|          |                                                               | THEA 250 | Introduction to Storytelling                  |
|          |                                                               | THEA 297 | Independent Study                             |
|          |                                                               | THEA 299 | Practicum II                                  |
|          |                                                               | VA 117   | Introduction to Animation Drawing             |
|          |                                                               | VA 161   | Video Production II                           |
|          |                                                               | VA 180   | Digital Photography                           |
|          |                                                               | VA 271*  | New Media I: Introduction to Electronic Media |

\*Note: courses marked \* may still be taken as if not already selected as a degree core requirement.

\*\*Note: Students who have completed MUSC 101 or 150 may use either or both courses for credit.

### Screen Studies

#### UPPER-LEVEL

| THEORY        |                                                   | PRACTICE |                                                          |
|---------------|---------------------------------------------------|----------|----------------------------------------------------------|
| AH 314        | Arts in Context: Modernism                        | ENGL 377 | Creative Writing: Film Adaptations of English Literature |
| AH 315        | Arts in Context: Contemporary                     | ENGL 378 | Creative Writing: Advanced Screenwriting                 |
| AH 316        | Arts in Context: Gender, Art and Society          | ENGL 381 | Creative Writing: Playwriting                            |
| FILM 310      | Introduction to Film Theory                       | GD 332   | Virtual Space Design                                     |
| MACS/SOC 385  | Television and Social Values: The Simpsons        | THEA 311 | Acting for the Camera                                    |
| MACS 399      | Special Topics in Media & Communication Studies   | THEA 360 | Selected Topics in Theatre                               |
| MACS 399C     | Rules of Play: The Cultural Significance of Video | THEA 370 | Intro to Stage Design                                    |
|               | Games                                             | THEA 450 | Directing I                                              |
| THEA 305      | Theatre for Young Audiences                       | THEA 451 | Directing II                                             |
| THEA/MUSC 306 | History of Musical Theatre                        | VA/JRNL/ | Documentary Video Storytelling                           |
| THEA 307      | World Theatre                                     | FILM 365 |                                                          |
| THEA 401      | Theories of Theatre                               | VA 366   | Documentary Video Production                             |
|               |                                                   | VA 371   | New Media III – Interactive Art                          |
|               |                                                   | VA 372   | New Media IV – Project in New Media                      |
|               |                                                   | VA 471   | Independent Study – New Media                            |
|               |                                                   | VA 472   | Independent Study – New Media                            |

#### 14. Program regulations *(standard policies apply unless superseded by program-specific regulations)*

##### a. Continuance and probation

Students must maintain a 2.0 cumulative GPA to remain enrolled. Students who cannot maintain this cumulative GPA will be removed from the program.

Students must achieve a 2.0 CGPA to graduate, and may study part-time, but must complete the degree within seven years.

##### b. Course repetition

Students may not register in a course more than twice without permission of the appropriate dean or designate. When a course is repeated, the GPA at UFV includes only the higher grade, but all attempts appear on the transcript. Some programs limit the number of courses which can be repeated. Transferred courses are considered in the number of attempts.



**c. Readmission**

Students may apply for re-admission if they can raise their cumulative GPA to 2.0 in a subsequent semester, and will be admitted ahead of other applicants. Some disciplines limit the number of times a course may be repeated.

**d. Residency**

In order to earn a UFV Bachelor of Media Arts, students must complete at least 25% of the requirements at UFV. Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement.

**e. Graduation requirements**

In order to graduate, a student must have completed all required courses, and have a CGPA of 2.0.

**f. Maximum length of time to complete program**

Students must complete the requirements for the degree within seven years of admission.

**Report from the UEC admissions subcommittee (UECAS) January, 2013**

1. The committee met for the first time on January 16, 2013.
2. There have been no special admission requests since last summer, and no language policy variance requests.
3. Terms of reference were approved (see attachment).
4. Membership changes are as follows:
  - Elaine will be moving into the University secretariat area for a few months so will not be participating for the time being. Julie Laursen will replace her.
  - Sheryl McMath has resigned.
  - Samantha Pattridge has agreed to join the committee.
  - Julie Laursen was selected to chair the committee.
5. Some language policy issues were discussed. A recommendation about adding minimum scores in each section for the iBT TOEFL will be submitted for the next UEC agenda.

## **UEC Admissions Subcommittee**

### **Terms of reference**

UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **Membership**

UEC will approve the membership.

### **Chair**

The UECAS will determine a chair each September.

### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

### **Reporting**

- The chair will retain a record of all decisions made.
- The chair will report any decisions or recommendations to UEC as information items for the next scheduled UEC meeting.

**UEC Admissions Subcommittee**

**Recommendation:**

That UEC recommend to Senate the addition of a stipulation to the existing TOEFL criteria in the list of English Language Proficiency Standards in the UFV calendar that the minimum iBT score of 88 will include no section below 20.

**Rationale:**

The iBT has sections to assess English reading, writing, speaking, and listening skills. Without requiring a minimum score for each section, it is possible for students to meet UFV's English language proficiency requirement with an iBT score of 88 without having a minimum proficiency level for a specific skill. Adding a minimum score for each section will prevent this and will help ensure that students entering UFV with iBT scores have the English language skills needed to study at a postsecondary level. It is worth noting that institutions such as TRU, UBC, VIU, UNBC, and Kwantlen also require minimum iBT section scores. This addition will also bring the iBT in line with the existing IELTS criteria which also has minimum sub score requirements for specific skills.

## Report of the UEC Transfer Credit Subcommittee (TCS)

January 2013

Elaine Harris will be stepping down from this committee for the next six months, as she has been seconded to a temporary new role in the University Secretariat. Valerie Hughes, Credential Evaluation Coordinator, will be taking her place on the committee and as chair. Audrey Cox, the A&R Department Assistant, will provide support for the committee – receiving and sending items to the committee, tallying the votes, and compiling the reports.

Decisions approved by the committee (all were approved by email vote):

| Start Term | End term | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Stephen Piper<br>Approval date: November 26, 2012 |                                                             | UFV Equivalent                           |         |
|------------|----------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------|---------|
|            |          | Course Name/Number or Program Name                                                                                               | Qualifiers<br>(e.g. min. grade or GPA, certification, etc.) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 200901     | 200909   | ANTH 100                                                                                                                         | C                                                           | ANTH 102                                 | 3       |
| 200901     | 200909   | ANTH 150                                                                                                                         | C                                                           | ANTH 1xx                                 | 3       |
| 201201     | 201401   | SOCI 100                                                                                                                         | C                                                           | SOC 101                                  | 3       |
| 201201     | 201401   | SOCI 150                                                                                                                         | C                                                           | SOC 1xx                                  | 3       |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Maria Bos Chan<br>Approval date: December 11, 2012 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201101         | 201501                  | ENGL 097                                                                                                                          | B                                      | ESL S56                                  | 3 DV    |
| 201101         | 201501                  | ENGL 098                                                                                                                          | B                                      | ESL R70                                  | 3 DV    |
| 201101         | 201501                  | ENGL 099                                                                                                                          | B                                      | ESL S66                                  | 3 DV    |
| 201101         | 201501                  | ENGL 100 and 150                                                                                                                  | B                                      | ESL WG74                                 | 6 DV    |

| Effective Term | Precedent setting until | Institution Name: Dorset College<br>Location: Vancouver, BC<br>Recommended by: Sandi Sasaki<br>Approval date: January 4, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                            | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201205         | 201401                  | COMP 100                                                                                                                      | C                                      | CIS 100                                  | 3       |
| 201105         | 201401                  | COMP 150 & COMP 155                                                                                                           | Min C+ in both                         | COMP 150 & COMP 155*                     | 8       |
| 201205         | 201401                  | COMP 200                                                                                                                      | C                                      | CIS 145                                  | 3       |

\* COMP 150 or 155 (with minimum grade of C) can transfer individually as CIS 1XX (4).

# Memorandum

**To:** Members of the UEC and Senate

**CC:** Erin Hailstone

**From:** Amber Zutz, Chair of KPE Curriculum Committee

**Date:** 01/25/13

**Re:** Stronger Rationale for changes to Math pre-requisite for program entrance

This change has been made to the official course outline using track changes as attached and has been approved through the KPECC, KPE Department, UEC and the Health Sciences Faculty Council. Previously UEC approved the change and Senate then asked for a stronger rationale to support the pre-requisite change and to confirm that in fact both the grade level and academic grade were both being changed.

## **CHANGE:**

Please note/approve the KPE department Math pre-requisite/entrance requirements that have been changed and adopted to the new Math highschool curriculum

Current requirement reads as: "Principals of Math 11 with a Grade C or higher"

**New requirement will read:** after much discussion and collaboration with Elaine Harris (AR) she suggested the following as we transition into the new highschool Math curriculum.

For **Fall 2013** it would read: Principles of Math or Precalculus 11 with a C, or one of Principles of Math 12, Foundations of Math 12 or Precalculus 12 with a C+

For **Fall 2014** the new requirement would read: Principles of Math 12, Foundations of Math 12 or Precalculus 12 with a C+

*\*\*Please note that it was suggested that we continue to accept Principles of Math 12 even though it is phasing out of the highschool Math curriculum. This was suggested by Elaine because it is comparable to these new courses, and there will be students who have taken the older version of math. We also equate most out of province math courses to MA12, as it*

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would be tough to determine which of the new courses is the best fit. Other departments have all been asked to continue to accept the old math courses, for now at least, and have done so.

**RATIONALE:**

This has been a UFV wide change that was brought to us in 2012 from the Math department in accordance to the WNCN Highschool Math Curriculum changes. This change in pre-requisite reading has been discussed with the KPE department and also with Dr. Greg Schlitt, Department Head of Math and we believe this is the best suitable option to capture students that will be successful into the program.

Both the grade level (changed from Math 11 to Math 12) has been changed in addition to the final grade requirement (changed from a C grade to a C+). The rationale(s) for the change are as follows:

- a) After reviewing the breakdown of the new Highschool Math Curriculum we believe that students will gain a stronger foundation from the new Math 12 curriculum and will therefore be better prepared for success in KPE courses and related electives.
- b) As with many UFV programs, KPE is a competitive program. With our recent program review (2011) it was recommended from external and internal reviewers to set a higher standard for pre-screening students for our program (Math was one of the suggestions to consider for increasing this standard).

Noted from KPE Department Program Review: External Review Report Page 5-6

**Recommendation 1b:** Consider altering the entrance requirements for high school students seeking direct entry into the KPE program as demand is high and space is limited. Specifically, increase the entrance requirements for high school students seeking direct entry into the KPE program, as well as General Studies and transfer students seeking acceptance into KPE. Possible changes for high school students seeking direct entry include increasing the math requirement from a C to a B and increasing the science requirements from a C+ to a B. Requiring a minimum GPA of 2.5 for General Studies and transfer students could increase the quality of KPE students.

**Rationale:** The “competitive entry process” (p. 5 of the Self-Study document) applied to high school students seeking direct entry requires a C+ in two sciences, a C in Math 12, and a B in English. This may not be competitive enough. Currently, the KPE program is in a position to attract a stronger student. Increasing the math requirement may address some of the Faculty’s concerns about the quality of graduates in KPE (p. 75 of the Self-Study document). A higher entrance requirement

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*may alleviate some of the Faculty concerns about writing skills, study skills, and personal development (p. 75 of the Self-Study document).*

- c) In competition with other institutes offering similar programs, this proposed change also falls in line with their current changes and entrance requirements as per the WNCP Math curriculum changes. Making our program competitive across the province.

**INFORMED PROGRAMS:**

Upon approval, changes will be made to the official course outline, program information sheets, and to both the hardcopy and online UFV calendar. The online UFV calendar will be updated immediately; the hardcopy calendar date change will be effective for release in 2014. Until then a transition period will be accepting both old and new pre-requisite for Fall 2013.