



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

March 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

3 - 11

2.1. UEC draft minutes: February 1, 2013

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

##### 3.1. Biology

12 -  
29

New course: BIO 380, Ornithology

Review with changes including prerequisites and total hours: BIO 305, 312

Review with changes including total hours: BIO 306

MOTION: To approve the Biology course outlines as presented.

##### 3.2. Mathematics and Statistics

30 -  
33

Review with changes: STAT 106

MOTION: To approve the STAT 106 course outline as presented.

##### 3.3. Psychology

34 -  
45

Review with changes including prerequisites: PSYC 101, 102

MOTION: To approve the Psychology course outlines as presented.

##### 3.4. Visual Arts

46 -  
49

New course: AH 201, Architecture and Nature: Building Between Earth and Sky

MOTION: To approve the AH 201 course outline as presented.

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#### **4. PROGRAMS**

##### **4.1. Arts**

50 - Change to program: Bachelor of Arts degree  
51

MOTION: To approve the change to double extended minors (Visual Arts extended minor cannot be combined with Art History, Media and Communications Studies, or Theatre extended minors) in the Bachelor of Arts as presented, effective September 2013.

##### **4.2. Business Administration**

52 - Change to program: Marketing and Sales certificate  
54

MOTION: To approve the changes to the Marketing and Sales certificate program requirements as presented, effective September 2013.

##### **4.3. Psychology**

55 - Change to programs: Psychology major and extended minor  
56

MOTION: To approve the change to the declaration process for the Psychology major and extended minor as presented, effective September 2014.

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

##### **5.1. Admissions Subcommittee report**

57 - **5.2. Transfer Credit Subcommittee report**  
58

##### **5.3. Policy Subcommittee report**

#### **6. INFORMATION ITEMS**

##### **6.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))

BUS 100, 120, 149, 201, 202, 203, 204, 221, 227, 245, 247, 261, 305, 320, and 322 (formerly BUS 390K), 323

CMNS 480/MACS 480

LIBT 265

#### **7. ADJOURNMENT**



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

February 1, 2013  
10 am – Room A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, H. Compeau, J. English, S. Fisher, N. Goad, J. Larsen, S. Manu, S. Marsh, R. McLeod, S. Pattridge, E. Spalding, L. Stagg, D. Waslewsky, J. White, S. Xi  
**ABSENT:** D. Alary, S. Bains, W. Burton, R. Colwell, V. Dvoracek, S. Hardman, O. Steyn  
**GUESTS:** T. Anzai, N. Barker, D. Blakeborough, I. Cohen, Z. Dennison, B. Kirkley, C. Loten, D. Miskiman, E. Newman, S. Piper, J. Potts, R. Smith, C. Stewart, J. Todrick  
**RECORDER:** A. Grimson

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

**MOTION:**

MOTION: To approve the agenda as presented.

S. Brigden/E. Spalding

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

##### **2.1. UEC draft minutes: November 26, 2012**

**MOTION:**

To approve the draft minutes as presented.

E. Spalding/H. Compeau

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

##### **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

S. Pattridge received comments regarding BUS 329 and 426, so these should be discussed separately.

The inclusion of Adobe CS6 in the materials section for BUS 329 was a concern,

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as this is an expensive software package for students to purchase. This version is not available on campus, but as earlier versions are available in various computer labs, the department confirmed that reference to a specific version could be removed. It was also suggested that Adobe be referred to as an example of "industry standard" software, to allow for acceptable substitutes.

An additional concern with BUS 329 was that it will be difficult for students to gain a solid foundation in all of the listed Adobe programs during a single course. C. Stewart indicated that students will only be expected to gain an understanding of some areas of the various Adobe programs.

For BUS 426, concerns were raised over similarities with CMNS 312. In particular, the calendar description, learning outcomes, and assignments listed in these two courses appear to be very similar. The Business and Communications departments will need to discuss these courses further. However, the course number can be changed at this time.

**MOTION:**

To approve the Business Administration course outlines, with the exception of BUS 329 and 426, as amended:

- BUS 226 prerequisites: "MATH 141 (formerly MATH 115)"
- BUS 338: removal of BUS 343 from corequisites, and addition of BUS 247 (prerequisite for BUS 343) as prerequisite; interim course outline effective September 2013, with final course outline effective September 2014

S. Brigden/E. Spalding

**MOTION:**

To approve the BUS 329 course outline as amended:

- Course description: ..."using the industry standard software, such as Adobe Photoshop, Illustrator, and In-Design. Online brand development and management are explored using industry standard web design software, such as Dreamweaver and Flash."
- Supplies/materials: "Access to industry standard software, such as Adobe CS 6, is recommended."

M. Bos-Chan/L. Stagg

**MOTION:**

To postpone approval of BUS 426 until the Business and Communications departments have been able to discuss potential overlaps with CMNS 312.

S. Brigden/S. Fisher

**MOTION:**

To renumber BUS 463 to BUS 426, including the reuse of the number.

M. Bos-Chan/S. Marsh

**3.2. Criminology and Criminal Justice**

Discontinuation of course: CRIM 420

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**MOTION:**

To approve the discontinuation of CRIM 420 as presented.

S. Fisher/E. Spalding

**3.3. Health Sciences**

Change to credits and total hours: PNUR 156

**MOTION:**

To approve the revised PNUR 156 course outline as presented.

R. McLeod/M. Bos-Chan

**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 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

FREN 331 refers to a French major, which does not currently exist at UFV.

Although this may be applicable to visiting students completing a French major at other institutions, it may be misleading to UFV students.

**MOTION:**

To approve the French and Japanese course outlines as amended:

- FREN 331: removal of reference to French major from the course description
- FREN 430: replaces "FREN 330 and 331"

E. Spalding/R. McLeod

**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.

S. Brigden/R. McLeod

**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.

E. Spalding/R. McLeod

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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.

R. McLeod/E. Spalding

**4. PROGRAMS**

**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 (Agriculture Technology diploma, Horticulture Crop Production and Protection certificate, and Livestock Production certificate) entrance requirements as amended, effective September 2013:

- Replace "Applied Math 11" with "Applications of Mathematics 11"
- Add "MATH 085, or equivalent"

R. McLeod/M. Bos-Chan

**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.

S. Marsh/E. Spalding

**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.

E. Spalding/L. Stagg

**4.4. Geography**

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

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**MOTION:**

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

S. Marsh/H. Compeau

**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.

R. McLeod/S. Brigden

**MOTION:**

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

S. Brigden/J. White

**MOTION:**

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

S. Brigden/E. Spalding

**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.

M. Bos-Chan/S. Marsh

**MOTION:**

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

M. Bos-Chan/R. McLeod

**MOTION:**

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

M. Bos-Chan/L. Stagg

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**4.7. Arts**

Change to program: Bachelor of Arts

E. Spalding noted that some subject areas, such as journalism, indigenous studies, and Indo-Canadian studies, should perhaps be included as well. UEC agreed that any other Arts-related disciplines could be added at this time; A. Grimson will review the available disciplines and confirm with E. Newman.

*Note: E. Newman has confirmed that the following can be added: ARTS, critical analysis and study methodology, graphic design, Indigenous peoples knowledge, journalism, Mennonite studies, and university studies. (First Nations studies and Indo-Canadian studies are both housed in the School of Social Work, and so are not applicable.)*

**MOTION:**

To approve the changes to the applicable subject areas for the Bachelor of Arts degree electives as presented, effective September 2013.

E. Spalding/S. Fisher

**4.8. Fine Arts**

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.

M. Bos-Chan/E. Spalding

**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.

S. Fisher/S. Brigden

**MOTION:**

To approve the limitation of Theatre practica courses in the Bachelor of Fine Arts as presented, effective September 2013.

M. Bos-Chan/E. Spalding

**4.9. Science**

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.

S. Brigden/M. Bos-Chan

**4.10. Business Administration**

Change to program: Bachelor of Business Administration Accounting option



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Change to program: Bachelor of Business Administration Marketing option  
New program: Management Post-degree certificate

The proposal indicates that this is intended for students with a non-business background, but the entrance requirements do not specify a non-business degree. D. Miskiman indicated that this was not a concern, as even some students with business-related degrees might not have covered the material in the certificate. The residency requirements and number of course repeats were also discussed; both were revised.

**MOTION:**

To approve the changes to the Bachelor of Business Administration Accounting option program requirements as presented, effective September 2013.

S. Brigden/E. Spalding

**MOTION:**

To approve the changes to the Bachelor of Business Administration Marketing option program requirements as presented, effective September 2013.

S. Brigden/M. Bos-Chan

**MOTION:**

To approve the new Management Post-degree certificate (type B) as amended, effective September 2013:

- Residency: changed to "A minimum of five courses must be taken at UFV", rather than "the entire program must be taken at UFV"
- Continuance: changed to allow for two repeated courses rather than one

**4.11. Trades and Technology**

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

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.

R. McLeod/H. Compeau

**4.12. Media Arts**

New program: Bachelor of Media Arts degree

This program will not result in the creation of a Media Arts department, but will likely be administered by a program coordinator similar to the Bachelor of Fine

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Arts degree. It is likely that the BFA program committee will actually become a joint BFA-BMA committee.

**MOTION:**

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

E. Spalding/M. Bos-Chan

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**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.

E. Spalding/M. Bos-Chan

**MOTION:**

To approve the Admissions Subcommittee Terms of Reference as amended:

- As previously approved at UEC, membership will consist of:
  - Membership Associate Registrar
  - Two UEC members
  - One International Education representative
  - Two additional members, including at least one advisor

E. Spalding/L. Stagg

**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.

S. Xi/M. Bos-Chan

**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.

M. Bos-Chan/E. Spalding

**5.3. Policy Subcommittee report**

The Senate Governance Committee (SGC) has approved the request to review policy 105; UEC will be kept informed as the subcommittee progresses in this review.

The subcommittee also discussed the suggestion that UFV increase the frequency of calendar production from once a year, and noted the need

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for a policy regarding principles that govern the academic calendar.

**MOTION:**

That UEC recommend that the University Secretary initiate a policy review related to the academic calendar.

S. Brigden/M. Bos-Chan

**6. INFORMATION ITEMS**

**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**

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

SOC 355/ANTH 355/MACS 355

THEA 111, 121, 123

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

**7. ADJOURNMENT**

The meeting was adjourned at 12:15 pm.



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

**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** October 31, 2012  
**SUBJECT:** BIO 380 Ornithology, New Course

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The Biology Department requests approval on the attached new course, BIO 380 Ornithology. Previously this course has been offered as BIO 421j (Special Topics in Applied Biology).

**CWC Comments**

I have read this proposal and I have one request. Please include a note in the Calendar Description section about the previous offering of this course content under BIO 421 in order to alert students to the fact that they may be registering in a course repeat. Something along the lines of: "Note: Students with credit for BIO 421J may not take BIO 380 for further credit."

***This has been added to our course outline.***



**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 |                    |             |
| BIO 380                                                                                                                   | Biology            | 4           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
|                                                                                                                           | Ornithology        |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course is an introduction to the study of birds and their diversity. Topics include the origin and evolution of birds; avian taxonomy; avian flight and the design of feathers; long-distance migration; avian reproductive anatomy, physiology, and reproductive strategies; avian behavior and communication; cognition; and the conservation of birds. The laboratory sessions are field-oriented, with the primary goal of providing students with the skills necessary to identify the most common birds of southwestern B.C. in the field. Classroom lectures are integrated with laboratory exercises which will provide students with hands-on exposure to the topics covered in lecture as well as many of the techniques used in the study of birds. Field trips outside of class time may be required. This course may be offered in differing formats depending on the semester taught.

Note: Students with credit for BIO 421J may not take this course for further credit.

PREREQUISITES: BIO 210 and a minimum of 45 university-level credits.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: N/A  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: BIO 421J for further credit.

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

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: once every other year  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                         |                                          |
|---------------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Gregory Schmaltz</u>             |                                          |
| Department Head: <u>Allan Arndt</u>                     | Date approved: <u>October 30, 2012</u>   |
| Supporting area consultation (CWC)                      | Date of meeting: <u>January 11, 2013</u> |
| Curriculum Committee chair: <u>David Fenske</u>         | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>                      | Date approved: <u>January 25, 2013</u>   |
| Undergraduate Program Advisory Committee (UEC) approval | Date of meeting: <u>March 1, 2013</u>    |

**BIO 380**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate information competency on topics such as taxonomy, morphology, physiology, ecology, behavior, evolution and conservation of birds.
2. Identify resident and migrant birds of Southwestern BC by sight and sound.
3. Analyze critically relevant literature information on various topics in current avian research.
4. Communicate effectively both orally and through writing on current findings in various avian topics.
5. Engage in collaborative leadership both in the lecture and lab.
6. Value the diversity and beauty of birds.

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

The course will consist of a series of lectures, field trips, laboratory exercises, student presentations, small group practice and class discussions. For some aspects of the course audio-visual presentations, photographs, drawings, sound recording, and museum specimens will be used.

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

☒ Examination(s):

The student must challenge both lecture and lab components of the course by writing an examination for each.

The student will be provided with a copy of the syllabus and information how to obtain a copy of the current text and lab manual.

The student will also be given information about exam style and expected standards.

The student can sit the examination for the lecture portion of the course at a time convenient to both student and instructor.

☐ 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:]*

Ornithology by Frank Gill (2007, Freeman, 3rd Edition)

In addition, each student will be expected to equip him or herself with a bird field guide appropriate for British Columbia. Examples include Sibley Field Guide to Birds of Western North America or Peterson field guide: Western Birds.

Materials Available in the Library:

Books have been recently acquired by the library to support this course and include the 16 volumes bird encyclopedia: Handbook of the birds of the world, Hoyo, Josep del.

**SUPPLIES / MATERIALS:**

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

|                                  |     |
|----------------------------------|-----|
| Midterm                          | 12% |
| Final lecture exam               | 30% |
| Term paper                       | 15% |
| Oral presentation                | 15% |
| Lab exam                         | 15% |
| Field book                       | 5%  |
| Bird Visual and Sound ID quizzes | 8%  |

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

Lecture topics would include:

Introduction  
Taxonomy,  
Physiology  
Anatomy  
Feathers, molts, and flight  
Song and migration  
Reproductive behavior  
Breeding systems  
Parents and offspring conflicts  
Migration  
Communication and cognition  
Ecology and conservation

**BIO 380**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)*****Course content continued:***

Laboratory topics:

Introduction to field techniques

Bird Identification

External anatomy

Internal anatomy: Pigeon dissection

Taxidermy

Pending upon availability, dissection of already prepared pigeon specimens and/or of salvaged wild birds held under Canadian Wildlife Services salvage permit.

Molt and Feathers

Field trips to various ecosystems: riparian, coastal, marsh, grassland, mixed and deciduous forests to identify birds

Genetics labs (2): DNA extraction and Sexing PCR

Student presentations



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

**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** October 31, 2012  
**SUBJECT:** BIO 305 six-year course review

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The Biology Department requests approval of the six year course review conducted for Biology 305. All updates, indicated in red, have been made to reflect the current course content. The prerequisites have been modified to increase access.

Campus Wide Consultation: no concerns

C:\Users\Amanda\Dropbox\UEC\March 1, 2013\Course outlines\4.1.1\_BIO 305 2012 memo.doc




**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

|                    |                                         |             |
|--------------------|-----------------------------------------|-------------|
| BIO 305            | Biology                                 | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                      | UFV CREDITS |
|                    | Anatomy and Physiology of Vertebrates I |             |
|                    | COURSE DESCRIPTIVE TITLE                |             |

**CALENDAR DESCRIPTION:**

This course deals with physiological and anatomical adaptations of select vertebrate animals with an emphasis on basic physiological concepts and structure/function relationships within the vertebrate body plan.

PREREQUISITES: BIO 201 and 202; or any three 200-level biology courses; or BIO 280 and one other 200-level biology course.  
 Note: As of September 2014, prerequisites will change to the following: Any three 200-level biology courses, or BIO 280 and one other 200-level biology course.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: N/A  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: N/A for further credit.

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

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 45 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: Every second year  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Anthony Stea</u>          | Date approved: <u>October 30, 2012</u>   |
| Department Head: <u>Allan Arndt</u>              | Date of meeting: <u>January 11, 2013</u> |
| Supporting area consultation (CWC)               | Date approved: <u>January 25, 2013</u>   |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval |                                          |

**BIO 305**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- compare the physical characteristics of the major groups of vertebrates
- explain the physiological transport of important molecules across cell membranes
- Interpret the reasons for the differences in the integumentary system in vertebrates
- evaluate the physiology of muscles and contrast the musculoskeletal system of vertebrates
- examine the physiology of the nervous and sensory systems in different vertebrates
- compare the role of the endocrine system in different vertebrates
- recognize and interpret the evolutionary trends in vertebrate anatomy

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

Lectures, laboratories, small group discussions, audio-visual 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 for this course might be:]*

Functional Anatomy of the Vertebrates, 3rd Ed.  
Karel F. Liem, William E. Bemis, Warren F. Walker Jr., Lance Grande

In-house Lab Manual

**LIBRARY RESOURCES:**

Books:

The Life of Vertebrates, Young  
An Atlas of Histology, Freeman & Bracegirdle  
Animal Physiology, Ekert & Randall  
The Vertebrate Body, Romer & Parsons  
Human Physiology, Guyton  
Human Physiology, Vander, Sherman & Luciano

Journals:

Journal of Experimental Biology  
Journal of comparative Physiology  
Annual Review of Physiology  
Physiological Zoology  
Environmental Physiology  
Canadian Journal of Zoology  
Nature  
Science

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                         |     |
|-------------------------|-----|
| Lecture midterm         | 25% |
| Lecture final           | 35% |
| Laboratory              | 30% |
| Assignments and quizzes | 10% |

**BIO 305**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****COURSE CONTENT:**

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

**TOPICS WILL INCLUDE:****Introduction**

- history of anatomy physiology
- overview of experimental methods used
- membrane physiology and cellular transport

**Integumentary System of Vertebrates****Musculoskeletal System of Vertebrates**

- skeletal anatomy of vertebrates
- physiology of skeletal muscle
- major muscle groups in vertebrates

**Nervous Systems**

- physiology of neural function
- differences in vertebrate brains, intelligence

**Sensory Systems**

- unique adaptations of vertebrate sensory structures

**Endocrine Systems:**

- vertebrate hormones

**Laboratory Experiments:**

- Field trip
- Histology Lab
- Skeletal system comparison Labs
- External Anatomy
- Comparative muscle anatomy
- EMG Muscle physiology
- Nervous System physiology simulation
- Comparative Brain Anatomy Lab

**Supporting Laboratory Equipment:**

Basic: Microscopes, slide collection, preserved specimens, dissecting equipment, models, collection of skeletons.

Special: EMG apparatus, computers.



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

COURSE IMPLEMENTATION DATE: September 1994  
 COURSE REVISED IMPLEMENTATION DATE: September 2014  
 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

|                    |                                         |             |
|--------------------|-----------------------------------------|-------------|
| BIO 305            | Biology                                 | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                      | UFV CREDITS |
|                    | Anatomy and Physiology of Vertebrates I |             |
|                    | COURSE DESCRIPTIVE TITLE                |             |

**CALENDAR DESCRIPTION:**

This course deals with physiological and anatomical adaptations of select vertebrate animals with an emphasis on basic physiological concepts and structure/function relationships within the vertebrate body plan.

PREREQUISITES: Any three 200-level biology courses, or BIO 280 and one other 200-level biology course.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: N/A  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: N/A for further credit.

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

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 45 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: Every second year  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Anthony Stea</u>          | Date approved: <u>October 30, 2012</u>   |
| Department Head: <u>Allan Arndt</u>              | Date of meeting: <u>January 11, 2013</u> |
| Supporting area consultation (CWC)               | Date approved: <u>January 25, 2013</u>   |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval |                                          |

**BIO 305**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- compare the physical characteristics of the major groups of vertebrates
- explain the physiological transport of important molecules across cell membranes
- Interpret the reasons for the differences in the integumentary system in vertebrates
- evaluate the physiology of muscles and contrast the musculoskeletal system of vertebrates
- examine the physiology of the nervous and sensory systems in different vertebrates
- compare the role of the endocrine system in different vertebrates
- recognize and interpret the evolutionary trends in vertebrate anatomy

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

Lectures, laboratories, small group discussions, audio-visual 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 for this course might be:]*

Functional Anatomy of the Vertebrates, 3rd Ed.  
Karel F. Liem, William E. Bemis, Warren F. Walker Jr., Lance Grande

In-house Lab Manual

**LIBRARY RESOURCES:**

Books:

The Life of Vertebrates, Young  
An Atlas of Histology, Freeman & Bracegirdle  
Animal Physiology, Ekert & Randall  
The Vertebrate Body, Romer & Parsons  
Human Physiology, Guyton  
Human Physiology, Vander, Sherman & Luciano

Journals:

Journal of Experimental Biology  
Journal of comparative Physiology  
Annual Review of Physiology  
Physiological Zoology  
Environmental Physiology  
Canadian Journal of Zoology  
Nature  
Science

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                         |     |
|-------------------------|-----|
| Lecture midterm         | 25% |
| Lecture final           | 35% |
| Laboratory              | 30% |
| Assignments and quizzes | 10% |

**BIO 305**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****COURSE CONTENT:**

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

**TOPICS WILL INCLUDE:****Introduction**

- history of anatomy physiology
- overview of experimental methods used
- membrane physiology and cellular transport

**Integumentary System of Vertebrates****Musculoskeletal System of Vertebrates**

- skeletal anatomy of vertebrates
- physiology of skeletal muscle
- major muscle groups in vertebrates

**Nervous Systems**

- physiology of neural function
- differences in vertebrate brains, intelligence

**Sensory Systems**

- unique adaptations of vertebrate sensory structures

**Endocrine Systems:**

- vertebrate hormones

**Laboratory Experiments:**

- Field trip
- Histology Lab
- Skeletal system comparison Labs
- External Anatomy
- Comparative muscle anatomy
- EMG Muscle physiology
- Nervous System physiology simulation
- Comparative Brain Anatomy Lab

**Supporting Laboratory Equipment:**

Basic: Microscopes, slide collection, preserved specimens, dissecting equipment, models, collection of skeletons.

Special: EMG apparatus, computers.



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Abbotsford, BC  
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Tel: (604) 504-7441

**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** October 31, 2012  
**SUBJECT:** BIO 312 six-year course review

---

The Biology Department requests approval of the six year course review conducted for Biology 312. All updates, indicated in red, have been made to reflect the current course content. The tutorial has been removed. Prerequisites have been modified to increase access.

Campus Wide Consultation: no concerns

C:\Users\Amanda\Dropbox\UEC\March 1, 2013\Course outlines\4.1.1\_BIO 312 2012 memo.doc



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

COURSE IMPLEMENTATION DATE: January 1996  
 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 |                       |             |
| BIO 312                                                                                                                   | Biology               | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT    | UFV CREDITS |
|                                                                                                                           | Developmental Biology |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                       |             |

**CALENDAR DESCRIPTION:**

Embryonic development is studied at various levels: organismal, cellular, molecular, and genetic. Both classical and modern experimental approaches using several model species will be described.

PREREQUISITES: One of BIO 202 or BIO 220, plus two other 200-level biology courses.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: N/A  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: N/A for further credit.

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

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>Anthony Stea</u>          | Date approved: <u>October 30, 2012</u>   |
| Department Head: <u>Allan Arndt</u>              | Date of meeting: <u>January 11, 2013</u> |
| Supporting area consultation (CWC)               | Date approved: <u>January 25, 2013</u>   |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval |                                          |



**BIO 312**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- compare and contrast how gametes are produced
- evaluate the mechanisms of fertilization at the cellular and molecular level
- examine the physical changes seen during the development of embryos
- relate the process of differentiation to differential gene expression
- differentiate the roles of cytoplasmic determinants, gradients, and cell-cell interactions on cell specification and pattern formation
- appraise and argue the roles of new reproductive technologies, such as IVF, embryonic stem cells, cloning, and pre-implantation genetics on human society

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

Lectures

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

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

☐ Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Developmental Biology, 8th Ed. Scott F. Gilbert, 2006. Sinauer Associates, Inc

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                             |     |
|-----------------------------|-----|
| Quizzes                     | 15% |
| Midterm exam                | 25% |
| Research paper presentation | 15% |
| Final exam                  | 45% |

**COURSE CONTENT:**

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

The following topics will be discussed:

- Model organism used to study developmental biology
- gametogenesis + fertilization
- cleavage + gastrulation,
- neurulation and organ formation
- vertebrate limb development
- apoptosis and development
- metamorphosis
- hox genes and animal development



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Tel: (604) 504-7441

**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** October 31, 2012  
**SUBJECT:** BIO 306 six-year course review

---

The Biology Department requests approval of the six year course review conducted for Biology 306. All updates, indicated in red, have been made to reflect the current course content.

Campus Wide Consultation: no concerns

C:\Users\Amanda\Dropbox\UEC\March 1, 2013\Course outlines\4.1.1\_BIO 306 2012 memo.doc



**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

|                    |                                          |             |
|--------------------|------------------------------------------|-------------|
| BIO 306            | Biology                                  | 4           |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                       | UFV CREDITS |
|                    | Anatomy and Physiology of Vertebrates II |             |
|                    | COURSE DESCRIPTIVE TITLE                 |             |

**CALENDAR DESCRIPTION:**

This course is a continuation of the comparative anatomy and physiology of the vertebrates. Organ systems covered in this course include cardiovascular, respiratory, digestive, excretory, reproductive, and lymphatic/immune.

PREREQUISITES: BIO 305  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: N/A  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: N/A for further credit.

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

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 45 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: Every second year  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☐ Yes ☒ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☒ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☐ Yes ☒ No

|                                                  |                                          |
|--------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Anthony Stea</u>          | Date approved: <u>October 30, 2012</u>   |
| Department Head: <u>Allan Arndt</u>              | Date of meeting: <u>January 11, 2013</u> |
| Supporting area consultation (CWC)               | Date approved: <u>January 25, 2013</u>   |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 25, 2013</u>   |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval |                                          |

**BIO 306**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- compare and contrast the physiology and anatomy of the circulatory system of vertebrates
- assess the efficiency of the different types of gas exchange organs used in vertebrates
- examine the variety of homeostatic mechanisms seen in vertebrates
- analyze the physiological mechanisms of vertebrate kidneys
- compare the anatomy and physiology of vertebrate digestive systems
- interpret the evolutionary advantages of endothermy vs ectothermy
- contrast the reproductive systems in vertebrates

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

Lectures, laboratories, small group discussions, audio-visual 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:]*

Functional Anatomy of the Vertebrates, 3rd Ed.  
Karel F. Liem, William E. Bemis, Warren F. Walker Jr., Lance Grande

In-house Lab Manual

## LIBRARY RESOURCES:

Books:

The Life of Vertebrates, Young  
An Atlas of Histology, Freeman & Bracegirdle  
Animal Physiology, Eckert & Randall  
The Vertebrate Body, Romer & Parsons  
Human Physiology, Guyton  
Human Physiology, Vander, Sherman & Luciano

Journals:

Journal of Experimental Biology  
Journal of comparative Physiology  
Annual Review of Physiology  
Physiological Zoology  
Environmental Physiology  
Canadian Journal of Zoology  
Nature  
Science

## SUPPLIES / MATERIALS:

## STUDENT EVALUATION:

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

|                         |     |
|-------------------------|-----|
| Lecture midterm         | 20% |
| Lecture final           | 30% |
| Laboratory              | 30% |
| Assignments and quizzes | 10% |
| Oral presentations      | 10% |

**BIO 306**  
**COURSE NAME/NUMBER**

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

**COURSE CONTENT:**

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

**TOPICS WILL INCLUDE:**

**Integration of Physiological Systems**

- review of taxonomy, physiological system overview.

**Circulation**

- anatomical comparisons, heart rate control, peripheral circulation patterns.

**Acid / Base Balance and Gas Exchange**

- gas transfer, gills vs lungs, pH in body fluids.

**Ionic and Osmotic Control**

- osmoregulation in aquatic and terrestrial organisms,
- nephron structure / function.
- ammonotelic, ureotelic, and uricotelic vertebrates.

**Digestion and Metabolism**

- feeding, alimentary systems, nutritional requirements.

**Immunology of Vertebrates**

- cells of immune system, lymphatic circulation.

**Environmental Aspects of Physiology**

- ectothermy, endothermy, body size vs metabolic rate.
- adaptations to extreme environments.

**Reproduction of Vertebrates**

- reproductive strategies.

**Laboratory Experiments :**

- Computer simulation of mammalian cardiovascular system
- Computer simulation of the effect of drugs and hormones on heart rate and BP in mammals
- Human EKG lab
- Pending upon availability, dissection of already prepared dogfish specimens and examination of circulatory, digestive, excretory, and reproductive systems
- Pending upon availability, dissection of already prepared mudpuppy specimens and examination of circulatory, digestive, excretory, and reproductive systems
- Pending upon availability, dissection of already prepared cat specimens and examination of circulatory, digestive, excretory, and reproductive systems
- Determination of standard metabolic rate in goldfish
- Oral Presentations on Selected Vertebrate Topics

**Supporting Laboratory Equipment:**

Basic: Preserved specimens, models.

Special: EKG apparatus, Oxygen meters, computers.



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 V2S 7M8  
 Tel: (604) 504-7441

### **MEMORANDUM**

**TO:** CWC, FSCC, Science Faculty Council, Dean Lee, UEC, Senate  
**FROM:** Cynthia Loten, Math and Stats Department Head  
**DATE:** February 18, 2013  
**SUBJECT:** Reviewing STAT 106

---

#### **RATIONALE:**

Some important objectives such as testing hypotheses about means and proportions and multiple linear regression were not explained well in the course outline. The statistics committee has decided to review the course outline and clarify these important topics.

One of the three blocks per week has been offered in the computer lab. It is necessary to clarify it in the course outline that the topics are needed to be discussed and interpreted by using statistical software.

Re: Adding Math 096 as a prerequisite: The Math and Stats Department would like to discuss this before making the final decision as we have a few courses with Math 12 as a prerequisite that require a similar discussion and we don't want to hold up the 6 year review process for STAT 106.

**BUDGET IMPLICATIONS:** NONE

#### **CWC FEEDBACK:**

Hi Pat,

I only have two minor points to make. Math 096 can be added as one more pre-requisite. STAT 106 can also serve Geography Major.

Thanks,

Simon Xi, Educational Advisor, UFV International

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Pat Cruickshanks  
**Sent:** Monday, November 19, 2012 9:41 AM  
**To:** cwconsult  
**Cc:** Cynthia Loten  
**Subject:** [CWC] STAT 106 - 6 YEAR REVIEW WITH CHANGES

Please review the attached memo and course outline (changes depicted with highlighting and strikethrough) and respond to the send with comments/approval.

Thank you,

Pat Cruickshanks, Math and Stats Department Assistant

I have read this proposal and I have no significant comment to make.

Just following up on Simon pointing out the GEOG major as a “Service Course”, you can also add PSYC, SOC, and SOC/ANTH majors. STAT 106 is one of the courses students can choose to complete their lower-level statistics requirement for these programs.

Because of my “newness” to UEC, I do not know if it matters what is listed in this section. Amanda, when you return, will you clarify please?

Thanks,  
Rhonda  
Hi,

We can certainly add those areas to the service course line.

Cindy

**Cynthia Loten**  
Head, Math and Stats Department

On Wed, Nov 21, 2012 at 3:10 PM, Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)> wrote:

I have read this proposal and I have no significant comment to make.

Just following up on Simon pointing out the GEOG major as a “Service Course”, you can also add PSYC, SOC, and SOC/ANTH majors. STAT 106 is one of the courses students can choose to complete their lower-level statistics requirement for these programs.

Because of my “newness” to UEC, I do not know if it matters what is listed in this section. Amanda, when you return, will you clarify please?

Thanks,  
Rhonda



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

COURSE IMPLEMENTATION DATE: September 1990  
 COURSE REVISED IMPLEMENTATION DATE: January 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

|                          |                            |             |
|--------------------------|----------------------------|-------------|
| STAT 106                 | Mathematics and Statistics | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT         | UFV CREDITS |
|                          | Statistics I               |             |
| COURSE DESCRIPTIVE TITLE |                            |             |

**CALENDAR DESCRIPTION:**

This course is an introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances. This course is similar to STAT 104, but includes multiple linear regression, one-way ANOVA, and a more detailed discussion of probability results. Facility with Grade 12 level algebra is expected, but no calculus is required. As a general rule, students with Math 11 are expected to take STAT 104, those with Math 12 are expected to take STAT 106, and those with a full year of calculus are expected to take STAT 270/MATH 270. Before registering, students should check the requirements of their program. UFV mathematics degrees require STAT 270. While STAT 106 is not equivalent to STAT 270, students with credit for STAT 270 are not allowed to take STAT 106. Those with credit for STAT 106 may subsequently take STAT 270 in order to satisfy the requirements for a math degree.

Note: Students with credit for MATH 106 cannot take this course for further credit.

PREREQUISITES: One of the following: C or better in one of Principles of Mathematics 12, Applications of Mathematics 12, Foundations of Mathematics 12, Pre-calculus 11, MATH 110, MATH 124, or MATH 140; or C or better in both MATH 094 and MATH 095; or Pre-calculus 12; or a score of 17/25 or better on Part B of the MSAT together with a score of 34/50 or better on Parts A and B combined.

COREQUISITES: None

**SYNONYMOUS COURSE(S):**

- (a) Replaces: MATH 106  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: See above for further credit.

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

**Business Administration, Biology, Chemistry, CIS, Psychology, Geography, Sociology, Sociology/Anthropology**

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 15 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: \_\_\_\_\_  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☒ Yes ☐ No

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Stats Committee</u>       | Date approved: <u>Oct 29, 2012</u>        |
| Department Head: <u>Cynthia Loten</u>            | Date of meeting: <u>November 23, 2012</u> |
| Campus Wide Consultation (CWC)                   | Date approved: <u>January 25, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 25, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>March 1, 2013</u>     |
| Undergraduate Education Committee (UEC) approval |                                           |



**STAT 106**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Construct frequency tables and use numerical and graphical methods to explore qualitative and quantitative data;
2. Obtain measures of location, dispersion, and relative standing, and interpret;
3. Solve simple problems in probability requiring knowledge of conditional probability and statistical independence;
4. Solve problems regarding binomial and normal probability models; Draw random sample, with and without replacement, from a population and identify the sampling distribution of the sample mean;
5. Construct and interpret confidence intervals for means and proportions;
6. Conduct hypotheses test for means and proportions and interpret p-value;
7. Compare two means and two proportions by constructing confidence intervals and performing test of hypotheses;
8. Use ANOVA method to test equality of several means;
9. Apply Pearson's chi-square statistic to draw inferences in appropriate categorical sampling situations;
10. Apply and interpret simple and multiple linear regression models and the associated Analysis of Variance (ANOVA) tables;
11. Use categorical predictors in multiple linear regression by defining indicator (dummy) variables;
12. Use statistical software (for example Minitab) to produce graphs and perform statistical analysis.

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

Lectures, mixed with sessions in the computer lab.

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

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

☒ Other (specify): <http://www.ufv.ca/Assets/Secretariat/Policies/106.pdf>

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

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

The text is chosen by a departmental curriculum committee. Recent text:  
McClave and Sincich. Statistics. 12th edition. Prentice-Hall.

**SUPPLIES / MATERIALS:**

A scientific calculator with statistical functions is required.

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

|                           |        |
|---------------------------|--------|
| Assignments and quizzes   | 20-30% |
| Mid-term examinations (2) | 30-40% |
| Final examination         | 40-45% |

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

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

1. Introduction to statistical concepts: types of statistical application, distinguishing between population and sample, types of data, and role of statistics in real world problems.
2. Descriptive statistics.  
Frequency tables, histograms, cumulative frequencies, box plot, bar graph, pie chart, etc.  
Measures of location, e.g. mean, median, mode; and scale, e.g. standard deviation, quantiles, Identifying outliers by box plot.
3. Probability: Two-way tables, Venn and tree diagrams; joint, marginal and conditional probability, Independence and dependence, Bayes' Theorem, counting rules, simple models for discrete random variables, sampling with and without replacement, expectation, mean, variance and standard deviation, the binomial distribution, the normal distribution, standardization, linear transformations, the chi-square probability distribution, random sampling, simulation, especially as applied to limit theorems, e.g. the Central Limit Theorem.
4. Inferential statistics: estimation, confidence intervals and tests of hypothesis.  
These techniques applied to proportions, rates and means for one and two populations, paired t-test.  
Pearson's chi-square statistic applied to a variety of problems, e.g. goodness-of-fit, independence in a two-way table, equality of binomial proportions, comparison of related proportions, comparison of rates.  
The Student 't' and Fisher's 'F' probability distributions.  
Comparison of the means of several populations the one-way ANOVA table
5. Finding relationship between variables: Simple and multiple linear regression, least square estimation of the parameters, estimation and interpretation of the coefficients, confidence intervals and testing hypotheses for coefficients, coefficient of correlation, coefficient of determination, using the regression model for prediction, indicator variables, stepwise regression

## **Memo**

**To:** Dean – Jacqueline Nolte

**From:** Psychology Department Head, Zoe Dennison

**Date:** January 16/12

**Subject:** Revision of an existing course (PSYC 101)

**Changes and Rationales:** Course outline review due

1. Summary of substantive changes:

- a) Learning Outcomes - changes made to reflect current LO requirements
- b) Student evaluation - changes to reflect addition of writing requirement and research credit. The writing requirement was added to increase consistency across sections to benefit students and to emphasize the importance of writing in psychology. The research participation credit was added some time ago in practice, where students receive credit for participating in the Research Participation Pool (or completing the alternate assignment). Sections on campuses without active research (Mission, Chilliwack) or online (which might include distance students) and not expected to include this component, so the wording says 'normally include'.
- c) Change to Prerequisites
  - Addition of ENGL 105 prereqs

This change is to increase the chances of student success in Introductory Psychology. This restores the previous prerequisite, which was removed when the decision was made outside the department to go to a global set of entry prerequisites for the BA. As that set of prerequisites has been reduced in level, and as students can take Introductory Psychology when they are program path students (with no language requirement except 2 years in a high school with English as its primary language). We see increasing numbers of students without the skills to be successful in Introductory Psychology. This prerequisite will give them a more reasonable chance of success.

- d) Course Content – Changed to reflect department changes to topic breakdown. Parallel to the changes to Psychology 101, we are changing the structure of Introductory Psychology so that a student can take Psychology 101 and Psychology 102 in any order. This change is explained in the Psychology 102 memo. We have also slightly moved the topics to better accommodate this new structure. We also specified specifically which topics may be optional at the discretion of the instructor and which are required, as this

section is taught by many sessionals and we wanted to ensure a consistent experience. This change of topics will not affect transfer, as it is fairly minor in terms of content covered.

Items to be addressed in rationale if applicable

- A. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes?
  - 2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - 3. What consideration has been given to indigenizing the curriculum?
  - 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
    - b. Class size limit
    - c. Frequency of offering
    - d. Resources required (labs, equipment)
  - 5. If this course is not eligible for PLAR, explain why.
  - 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
  - 7. 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: January 1978  
 COURSE REVISED IMPLEMENTATION DATE: May 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>PSYC 101</b>                     | <b>Arts/Psychology</b> | <b>3</b>    |
| COURSE NAME/NUMBER                  | FACULTY/DEPARTMENT     | UFV CREDITS |
| <b>Introduction to Psychology I</b> |                        |             |
| COURSE DESCRIPTIVE TITLE            |                        |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the field of psychology and its research methods, and surveys the basic perspectives of psychology with respect to behavior, sensation and perception, consciousness, learning, memory, language, and thought.

PREREQUISITES: None. Note: As of Sept 2014, students must meet the prerequisites for ENGL 105.  
 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 5 Hrs  
 Class activities \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Every semester  
 (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>Psychology Department</b>  |                                          |
| Department Head: <b>Zoe Dennison</b>              | Date approved: <b>January 2013</b>       |
| Supporting area consultation (CWC)                | Date of meeting: <b>January 25, 2013</b> |
| Curriculum Committee chair: <b>Tetsuomi Anzai</b> | Date approved: <b>February 15, 2013</b>  |
| Dean/Associate VP: <b>Jacqueline Nolte</b>        | Date approved: <b>February 15, 2013</b>  |
| Undergraduate Education Committee (UEC) approval  | Date of meeting: <b>March 1, 2013</b>    |

**PSYC 101**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
4. Demonstrate an understanding of the usefulness and limitations of the field of psychology.

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

Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *An example of the text for this course might be:*

Passer, M., Smith, R., Atkinson, M., Mitchell, J., Muir, D. Psychology: Frontiers and Applications. 4<sup>th</sup> Canadian edition. Toronto: McGraw-Hill.

**SUPPLIES / MATERIALS:**

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

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams.

All sections will normally include a final exam and 4% research participation.

*One example of the student evaluation for this course might be:*

|                        |     |
|------------------------|-----|
| Assignments            | 20% |
| Midterms (2@18%)       | 36% |
| Research participation | 4%  |
| Final exam             | 40% |

*Another example of student evaluation might be:*

|                       |     |
|-----------------------|-----|
| Assignments (7@4%)    | 28% |
| Module quizzes (7@4%) | 28% |
| Final exam            | 44% |

*Another example of student evaluation might be:*

|                            |     |
|----------------------------|-----|
| Assignments                | 10% |
| In class writing exercises | 10% |
| Midterms (2@20%)           | 40% |
| Research participation     | 4%  |
| Final exam                 | 36% |

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

All sections of Psychology 101 will include 7-10 weeks of

1. Psychology: The Science of Behaviour
2. Studying Behaviour Scientifically
3. Biological Foundations of Behaviour
4. Learning and Adaptation: The Role of Experience
5. Memory
6. Behaviour in a Social Context

In addition, all sections of Psychology 101 will include 3-6 weeks of at least 2 of the following 4 topics:

1. Sensation and Perception
2. States of Consciousness
3. Language and Thought
4. Statistics Appendix



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

COURSE IMPLEMENTATION DATE: January 1978  
 COURSE REVISED IMPLEMENTATION DATE: September 2014  
 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>PSYC 101</b>                     | <b>Arts/Psychology</b> | <b>3</b>    |
| COURSE NAME/NUMBER                  | FACULTY/DEPARTMENT     | UFV CREDITS |
| <b>Introduction to Psychology I</b> |                        |             |
| COURSE DESCRIPTIVE TITLE            |                        |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the field of psychology and its research methods, and surveys the basic perspectives of psychology with respect to behavior, sensation and perception, consciousness, learning, memory, language, and thought.

PREREQUISITES: Same as for ENGL 105; see ENGL 105 for details.  
 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 5 Hrs  
 Class activities \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Every semester  
 (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): Psychology Department

Department Head: Zoe Dennison

Date approved: January 2013

Supporting area consultation (CWC)

Date of meeting: January 25, 2013

Curriculum Committee chair: Tetsuomi Anzai

Date approved: February 15, 2013

Dean/Associate VP: Jacqueline Nolte

Date approved: February 15, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: March 1, 2013

**PSYC 101**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
4. Demonstrate an understanding of the usefulness and limitations of the field of psychology.

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

Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *An example of the text for this course might be:*

Passer, M., Smith, R., Atkinson, M., Mitchell, J., Muir, D. Psychology: Frontiers and Applications. 4<sup>th</sup> Canadian edition. Toronto: McGraw-Hill.

**SUPPLIES / MATERIALS:**

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

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams.

All sections will normally include a final exam and 4% research participation.

*One example of the student evaluation for this course might be:*

|                        |     |
|------------------------|-----|
| Assignments            | 20% |
| Midterms (2@18%)       | 36% |
| Research participation | 4%  |
| Final exam             | 40% |

*Another example of student evaluation might be:*

|                       |     |
|-----------------------|-----|
| Assignments (7@4%)    | 28% |
| Module quizzes (7@4%) | 28% |
| Final exam            | 44% |

*Another example of student evaluation might be:*

|                            |     |
|----------------------------|-----|
| Assignments                | 10% |
| In class writing exercises | 10% |
| Midterms (2@20%)           | 40% |
| Research participation     | 4%  |
| Final exam                 | 36% |

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

All sections of Psychology 101 will include 7-10 weeks of

1. Psychology: The Science of Behaviour
2. Studying Behaviour Scientifically
3. Biological Foundations of Behaviour
4. Learning and Adaptation: The Role of Experience
5. Memory
6. Behaviour in a Social Context

In addition, all sections of Psychology 101 will include 3-6 weeks of at least 2 of the following 4 topics:

1. Sensation and Perception
2. States of Consciousness
3. Language and Thought
4. Statistics Appendix

## **Memo**

**To:** Dean – Jacqueline Nolte

**From:** Psychology Department Head, Zoe Dennison

**Date:** January 16/12

**Subject:** Revision of an existing course (PSYC 102)

**Changes and Rationales:** Course outline review due

1. Summary of substantive changes:
  - a) Learning Outcomes - changes made to reflect current LO requirements
  - b) Student evaluation - changes to reflect addition of writing requirement and research credit. The writing requirement was added to increase consistency across sections to benefit students and to emphasize the importance of writing in psychology. The research participation credit was added some time ago in practice, where students receive credit for participating in the Research Participation Pool (or completing the alternate assignment). Sections on campuses without active research (Mission, Chilliwack) or online (which might include distance students) and not expected to include this component, so the wording says 'normally include'.
  - c) Change to Prerequisites
    - Removal of PSYC 101
    - Addition of English 105 prereqs

The removal of Psychology 101 as the prerequisite will allow students to take Psychology 102 first, to take both 101 and 102 in the same semester, or to only take Psychology 102 to satisfy the psychology requirement of other programs we serve. This will allow students much greater flexibility in registration, and it will also allow those students in applied areas that would benefit from the content of Psychology 102 to take that course to satisfy their psychology requirement. Students wanting to move more quickly through the program can take both of these requirements in the same semester. We redesigned the content slightly to allow this model. It also reflects changes seen at most other universities in BC.

The change in English prerequisite is to increase the chances of student success in Introductory Psychology. This restores the previous prerequisite, which was removed when the decision was made outside the department to go to a global set of entry prerequisites for the BA. As that set of prerequisites has been reduced in level, and as students can take Introductory Psychology when they are program path students (with no language requirement except 2 years in a high school with English as its primary



language). We see increasing numbers of students without the skills to be successful in Introductory Psychology. This prerequisite will give them a more reasonable chance of success.

- d) Course Content – Changed to reflect department changes to topic breakdown. The changes to course content, including the addition of research methods to both 101 and 102, are to better accommodate the new structure described above. We also specified specifically which topics may be optional at the discretion of the instructor and which are required, as this course is taught by many sessionals and we wanted to ensure a consistent experience. This change of topics will not affect transfer, as it is fairly minor in terms of content covered.



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

COURSE IMPLEMENTATION DATE: January 1978  
 COURSE REVISED IMPLEMENTATION DATE: May 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

|                               |                    |             |
|-------------------------------|--------------------|-------------|
| PSYC 102                      | Arts/Psychology    | 3           |
| COURSE NAME/NUMBER            | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to Psychology II |                    |             |
| COURSE DESCRIPTIVE TITLE      |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the field of psychology. The content areas covered are behavior, motivation, emotion, evolution, life span, personality, health, and psychological disorders.

PREREQUISITES: None. Note: As of Sept 2014, students must meet the prerequisites for ENGL 105.  
 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 5 Hrs  
 Class activities \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Every semester  
 (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>Psychology Department</u>  | Date approved: <u>January 2013</u>       |
| Department Head: <u>Zoe Dennison</u>              | Date of meeting: <u>January 25, 2013</u> |
| Supporting area consultation (CWC)                | Date approved: <u>February 15, 2013</u>  |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>February 15, 2013</u>  |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval  |                                          |

**PSYC 102**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
4. Demonstrate an understanding of the usefulness and limitations of the field of psychology.

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

Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *An example of the text for this course is:*

Passer, M., Smith, R., Atkinson, M., Mitchell, J., Muir, D. Psychology: Frontiers and Applications. 4th Canadian Edition. Toronto: McGraw-Hill.

**SUPPLIES / MATERIALS:**

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

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams. All sections will normally include a final exam and 4% research participation.

*One example of the student evaluation for this course might be:*

|                        |     |
|------------------------|-----|
| Assignments            | 20% |
| Midterms (2 @ 18%)     | 36% |
| Research participation | 4%  |
| Final exam             | 40% |

*Another example of student evaluation might be:*

|                         |     |
|-------------------------|-----|
| Assignments (7 @ 4%)    | 28% |
| Module quizzes (7 @ 4%) | 28% |
| Final exam              | 44% |

*Another example of student evaluation might be:*

|                            |     |
|----------------------------|-----|
| Assignments                | 10% |
| In class writing exercises | 10% |
| Midterms (2 @ 20%)         | 40% |
| Research participation     | 4%  |
| Final exam                 | 36% |

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

All sections of Psychology 102 will include 7-10 weeks of:

1. Psychology: The Science of Behaviour
2. Studying Behaviour Scientifically
3. Motivation and Emotion
4. Development over the Life Span
5. Personality
6. Psychological Disorders
7. Treatment of Psychological Disorders

In addition, all sections of Psychology 102 will include 3-6 weeks of at least 1 of the following 3 topics:

1. Intelligence
2. Genes, Evolution, and Behaviour
3. Stress, Health, and Coping



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

COURSE IMPLEMENTATION DATE: January 1978  
 COURSE REVISED IMPLEMENTATION DATE: September 2014  
 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 102                      | Arts/Psychology    | 3           |
| COURSE NAME/NUMBER            | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to Psychology II |                    |             |
| COURSE DESCRIPTIVE TITLE      |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the field of psychology. The content areas covered are behavior, motivation, emotion, evolution, life span, personality, health, and psychological disorders.

PREREQUISITES: Same as for ENGL 105; see ENGL 105 for details.

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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): 5 Hrs  
 Class activities: \_\_\_\_\_

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: Every semester  
*(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): Psychology Department

Department Head: Zoe Dennison

Date approved: January 2013

Supporting area consultation (CWC)

Date of meeting: January 25, 2013

Curriculum Committee chair: Tetsuomi Anzai

Date approved: February 15, 2013

Dean/Associate VP: Jacqueline Nolte

Date approved: February 15, 2013

Undergraduate Education Committee (UEC) approval

Date of meeting: March 1, 2013

**PSYC 102**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate an understanding of the methods of psychology.
2. Demonstrate basic knowledge of the major theoretical approaches of psychology.
3. Discuss ideas, theories, and concepts using the language of psychology.
4. Demonstrate an understanding of the usefulness and limitations of the field of psychology.

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

Lectures, seminars, laboratory experiences. This course may also be offered online or as a hybrid.

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *An example of the text for this course is:*

Passer, M., Smith, R., Atkinson, M., Mitchell, J., Muir, D. Psychology: Frontiers and Applications. 4th Canadian Edition. Toronto: McGraw-Hill.

**SUPPLIES / MATERIALS:**

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

The evaluation of students will include a writing component of at least 20%. This component can be met by any of the following: assignments, in class activities, and short answers and essays on exams. All sections will normally include a final exam and 4% research participation.

*One example of the student evaluation for this course might be:*

|                        |     |
|------------------------|-----|
| Assignments            | 20% |
| Midterms (2 @ 18%)     | 36% |
| Research participation | 4%  |
| Final exam             | 40% |

*Another example of student evaluation might be:*

|                         |     |
|-------------------------|-----|
| Assignments (7 @ 4%)    | 28% |
| Module quizzes (7 @ 4%) | 28% |
| Final exam              | 44% |

*Another example of student evaluation might be:*

|                            |     |
|----------------------------|-----|
| Assignments                | 10% |
| In class writing exercises | 10% |
| Midterms (2 @ 20%)         | 40% |
| Research participation     | 4%  |
| Final exam                 | 36% |

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

All sections of Psychology 102 will include 7-10 weeks of:

1. Psychology: The Science of Behaviour
2. Studying Behaviour Scientifically
3. Motivation and Emotion
4. Development over the Life Span
5. Personality
6. Psychological Disorders
7. Treatment of Psychological Disorders

In addition, all sections of Psychology 102 will include 3-6 weeks of at least 1 of the following 3 topics:

1. Intelligence
2. Genes, Evolution, and Behaviour
3. Stress, Health, and Coping

**Memo**

**To:** College of Arts Curriculum Committee; Susan Fisher, Assistant Dean

**From:** Tetsuomi Anzai, VA Dept Head, Aleksandra Idzior, Course Designer

**Date:** January 2, 2013

**Subject:** Proposal for a new course

**New course:** AH 201 – Architecture and Nature: Building Between Earth and Sky

1. Rationale for new course
  - a. This course is designed to expand the Visual Art/Art History content offerings and the 200 level offerings required in the newly approved Art History Minor/Extended Minor
- A. Budget and Learning outcome Issues
  1. How does your course address the UFV Learning Outcomes?
    - a. Students will be able to:
      - i. Demonstrate information competency
      - ii. Analyze critically & imaginatively
      - iii. Use knowledge & skills proficiently
      - iv. Initiate inquiries & develop solutions to problems
      - v. Communicate effectively
  2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - a. This course may be used by students outside of the Art History Ext Minor/Minor to fulfill requirements in the Visual Arts Major and as an Humanities elective
    - b. Increase the number of elective options
  3. What consideration has been given to indigenizing the curriculum?
    - a. The course content includes sections on the First Civilizations and the Americas
  4. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    - a. A one-day field trip may be offered but the cost is covered through the department budget (typically transportation via charter bus, reimbursement of gasoline expenses, and museum/gallery entrance fees)
  5. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    - a. Students can expect to purchase textbooks costing \$200-\$250



**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

|                                                         |                           |             |
|---------------------------------------------------------|---------------------------|-------------|
| AH 201                                                  | Visual Arts / Art History | 3           |
| COURSE NAME/NUMBER                                      | FACULTY/DEPARTMENT        | UFV CREDITS |
| Architecture and Nature: Building Between Earth and Sky |                           |             |
| COURSE DESCRIPTIVE TITLE                                |                           |             |

**CALENDAR DESCRIPTION:**

This course seeks to probe social, political, and cultural meanings of built structures in their historical contexts with particular attention to the changing relationship between architecture and nature – i.e., the physical universe and its elements and phenomena. It explores Western and non-Western architecture, urban planning, garden design, and commemorative monuments by investigating case studies from prehistory to the present day. To illuminate this association of the human-made environment to the natural world, this course draws on references and examples both built and imagined in art and visual culture.

PREREQUISITES: 3 credits of any 100-level AH course.  
 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: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 15 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 36  
 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>Aleksandra Idzior</u>      | Date approved: <u>November 23, 2012</u>  |
| Department Head: <u>Tetsuomi Anzai</u>            | Date of meeting: <u>January 18, 2013</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>March 1, 2013</u>    |
| Undergraduate Education Committee (UEC) approval  |                                          |

**AH 201**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

- describe historical architectural styles, building types, and key historical artifacts from prehistory to the present day
- recognize, describe, analyze, and evaluate the human made environment in relation to the natural world and in its historical and cultural context
- make careful, thoughtful observations of objects related to architecture, art and society
- engage critically in the interpretation of built structures, their meaning and their legacies
- use a specialized vocabulary to describe architecture, urban planning, garden design, and commemorative monuments
- synthesize information and concepts gained from readings and lectures
- employ research skills in the field of art and architectural history
- formulate, articulate, communicate, and share ideas in oral and written forms

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

Lectures, guest lectures, discussions, power point in-class presentations, relevant audio-visual material and – where appropriate and possible – 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:]

- Peter Buchanan and Kenneth Frampton, *Ten Shades of Green: Architecture and the Natural World*, New York: Architectural League of New York, 2005
- Francis D. K. Ching, Mark Jarzombek and Vikramaditya Prakash, *A Global History of Architecture*, Hoboken: John Wiley & Sons, 2011 (2007)
- Norman Crowe, *Nature and the Idea of a Man-Made World: An Investigation into the Evolutionary Roots of Form and Order in the Built Environment*, Cambridge, MA, London: MIT Press, 1999 (1995)
- John Farmer and Kenneth Richardson, *Green Shift: Changing Attitudes in Architecture to the Natural World*, Woburn: Architectural Press, 1999 (1996)
- Mary D. Garrard, *Brunelleschi's Egg: Nature, Art, and Gender in Renaissance Italy*, Berkeley: University of California Press, 2010
- David Gissen, ed., *Big and Green: Toward a Sustainable Architecture of the 21st Century*, New York: Princeton Architectural Press, 2002
- Edwin Heathcote, *Monument Builders: Modern Architecture and Death*, Chichester, West Sussex: Academy Editions, 1999
- John Dixon Hunt and Peter Willis, *The Genius of the Place: The English Landscape Garden, 1620-1820*, London: Elek, 1975
- Jane Irwin, *Old Canadian Cemeteries: Places of Memory*, Buffalo: Firefly Books, 2011
- Maggie Keswick, *The Chinese Garden: History, Art and Architecture*, Cambridge, Mass.: Harvard University Press, 2003
- William N. Morgan, *Earth Architecture: from Ancient to Modern*, Gainesville: University Press of Florida, 2008
- Lewis Mumford, *The City in History: Its Origins, Its Transformations, and Its Prospects*, New York: Harcourt, 2001 (1961)
- Patrick Nuttgens, *The Story of Architecture*, London: Phaidon, 2004
- Paolo Portoghesi, *Nature and Architecture*, New York: Rizzoli, 2000
- Vincent Scully, *Architecture: The Natural and the Manmade*, New York: San Martin's Press, 1991
- Terry Smith, *The Architecture of Aftermath*, Chicago and London: University of Chicago Press, 2006
- Christopher Thacker, *The History of Gardens*, Berkeley and Los Angeles: University of California Press, 1997
- Katherine Wentworth Rinne, *The Waters of Rome: Aqueducts, Fountains, and the Birth of the Baroque City*, New Haven: Yale UP, 2010
- Ken Worpole, *Last Landscapes: The Architecture of the Cemetery in the West*, London: Reaktion Books, 2003



**AH 201**  
**COURSE NAME/NUMBER**

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

**SUPPLIES / MATERIALS:**

n/a

**STUDENT EVALUATION:**

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

|                       |     |
|-----------------------|-----|
| In-class presentation | 20% |
| Midterm               | 25% |
| Final exam            | 25% |
| Paper                 | 30% |

**COURSE CONTENT:**

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

1. The First Civilizations – Cosmos; Caves; Mud/Rocks/Wood; Sacred Mountain
2. The Asian Sub-Continent, China and Japan – Hills and Water; Stone “Island”
3. Meso-America and Islam – Mount; Desert/Water/Garden; Floral Arabesque
4. Greece and Rome – Tree; Water
5. Early Christian and Byzantine – Light
6. Romanesque and Gothic – Fauna and Flora, “Green Man”
7. Renaissance – Improving Nature: from Organic to Scientific
8. Baroque and Rococo – Submission of Land; Water, Plants, Leaves, and Shells
9. Romantic Classicism – Picturesque Garden; Geology and Erosion/Ruin
10. The Americas and Beyond; The 19<sup>th</sup> Century – Wilderness and Parklands; Prairie
11. The Turn of the Century – Biomorph Growth; Crystal Formations
12. The International Style – Organic Form; Technology Contra Nature
13. Contemporary Architecture – Sustainable Environment
14. Commemorative Monuments and Cemeteries – Earth and Sky

**Memo**

**To:** College of Arts Curriculum Committee

**From:** Susan Fisher, chair, BA Program Committee

**Re:** new calendar copy on Extended Minors in the BA

This new calendar copy is being proposed in order to clarify the distinction between the BA and the BFA.

The BFA includes 2 types of fine arts disciplines: “creative practice” disciplines and “theoretical” disciplines. In the BFA, students can do a double extended minor with 2 creative practice disciplines or with a creative practice discipline and a theoretical discipline, but not with 2 theoretical disciplines. A combination, for example, of MACS and Art History belongs in the BA, not in the BFA.

Similarly, for the BA we need to clarify that certain extended minor combinations belong in the BFA. Students who want to combine 2 creative disciplines or combine VA with a theoretical fine arts discipline should do so in the BFA.

**Proposed Calendar copy:**

## Extended minors

An extended minor typically consists of the 100- and 200-level credits required for a major plus the 300- and 400-level credits equivalent to a minor in the same discipline. Students who want to concentrate on two subject areas can earn a Bachelor of Arts degree by completing two extended minors. Any two of the following disciplines (with certain exceptions noted below) can be combined for a double extended minor in the BA:

- Anthropology
- Art History
- Biology (applicable only to BA degree)
- Computer Information Systems
- Criminal Justice
- English
- French
- Geography
- History
- Latin American Studies
- Mathematics
- Mathematics (Statistics option)
- Media and Communication Studies
- Philosophy
- Political Science
- Psychology
- Sociology
- Theatre
- Visual Arts

*Please note the following exceptions:*

- *Mathematics and Mathematics (Statistics option) cannot be combined for a double extended minor.*
- *The following extended minor combinations are not allowed within the BA degree. Students interested in these extended minor combinations should consult the BFA educational advisor.*

Visual Arts *and any one of the following:* Art History, Media and Communications Studies, Theatre

# MEMO



**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 Change to Marketing and Sales Certificate

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## **A. Program Revision: Marketing and Sales Certificate**

### **1. Rationale for change:**

*Changes to the BBA Marketing Option that have an impact on the Marketing and Sales Certificate.*

### **2. Summary of substantive changes:**

*The BBA has now made BUS 221 a required course. The Marketing and Sales Certificate currently requires students take all of the following courses: BUS 221, BUS 223 and BUS 224. To be consistent with the BBA, so that students are able to easily ladder into the BBA once they have completed the Marketing and Sales Certificate, we plan to make the Marketing and Sales Certificate will be required to complete BUS 221, BUS 323 and BUS 328.*

## **B. Budget and Learning outcome Issues**

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

*These changes have resulted in a common set of foundation course that improve the ease of transferring from the two year Marketing and Sales Certificate into the four year BBA program*

- a) Demonstrate information competency - Students are required to demonstrate competency in a common set of foundation skills 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: **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.

*Not applicable.*

Marketing and Sales certificate

Program outline

Core courses

| <b>Course</b>               | <b>Title</b>                                  | <b>Credits</b> |
|-----------------------------|-----------------------------------------------|----------------|
| MATH 140                    | Algebra and Functions for Business (see Note) | 3              |
| BUS 120*                    | Essentials of Marketing                       | 3              |
| BUS 160                     | Computerized Business Applications            | 3              |
| BUS 203*                    | Organizational Behaviour                      | 3              |
| BUS 221                     | Professional Selling                          | 3              |
| BUS<br><del>223*</del> 323* | <a href="#">Introduction to</a> Advertising   | 3              |
| BUS<br><del>224*</del> 328* | Retail Management                             | 3              |
| CMNS 125*                   | Introduction to Workplace Communication       | 3              |
| CMNS 235                    | Oral Communication                            | 3              |

Note: Students with MATH 140 or equivalent may take a business or general elective in lieu of MATH 140. Students planning to transfer their credits to the BBA should take MATH 141.

Electives

Three BUS electives, two of which must come from the courses below:

| <b>Course</b> | <b>Title</b>              | <b>Credits</b> |
|---------------|---------------------------|----------------|
| BUS 143*      | Accounting I              | 3              |
| BUS 201*      | Human Resource Management | 3              |
| BUS 202       | Contemporary Management   | 3              |
| BUS 227*      | New Business Development  | 3              |
| BUS 261*      | Business Law              | 3              |

\* These courses have prerequisites

Course listings

For complete details on courses see the [course descriptions](#) section.

**Declaration of PSYC Major / Extended Minor**

Currently, students are able to declare a PSYC Major or PSYC Extended Minor without completing any PSYC courses. We would like to change this by implementing some requirements.

There are two reasons for this change:

1. The goal in reserving seats in psychology courses is to make sure students intending to graduate with a psychology major or extended minor can have access to the seats they need to complete their degree in a timely manner. As upper level psychology courses are heavily waitlisted for the most part, some clever folks have realized that they can declare they are taking a psychology major or minor in order to get the priority seats, and then switch later when they have taken the electives they want. This change is meant to make it more likely that students making this declaration are intending to actually complete a psychology major or extended minor (genuine changes of program are of course still acceptable and possible).

2. Students who are intending to complete a psychology major or extended minor need to complete the lower level requirements in a timely manner or their access to upper levels will be delayed, and ultimately this may delay their completion of their degree. Making sure the 3 first year requirements are completed will send the correct message to students in regard to their degree planning.

A change to the wording has been made, as per Rhonda Colwell's suggestion. The wording should read as follows:

**Declaration of Psychology as a Major/Extended Minor**

Students wishing to declare a major or extended minor in Psychology must complete PSYC 101, PSYC 102, and PSYC 110, with a minimum C grade in each course, prior to their formal declaration.

CWC Feedback:

**From:** Zoe Dennison  
**Sent:** Monday, December 10, 2012 9:07 AM  
**To:** Tracy Porter; Rhonda Colwell  
**Subject:** RE: Declaration of PSYC Major/Extended Minor

Hi Rhonda,  
A student with a P grade in any one of these 3 courses can't proceed with a psyc degree as these are the prereq courses and a P doesn't count as a prerequisite. This is basically set at the lowest possible achievement a student can have and still carry on with psyc second year courses.  
Zoe

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**From:** Tracy Porter  
**Sent:** December 10, 2012 8:38 AM  
**To:** Zoe Dennison  
**Subject:** FW: Declaration of PSYC Major/Extended Minor

Question from Rhonda.

**From:** Rhonda Colwell  
**Sent:** Friday, December 07, 2012 10:59 AM  
**To:** Tracy Porter  
**Cc:** cwconsult  
**Subject:** RE: Declaration of PSYC Major/Extended Minor

Hi Tracy,

I have read this proposal and I have a clarification question – does your dept want students to receive a minimum C grade in each of 101, 102, 110 before they can declare their PSYC program or that students must receive a minimum GPA of 2.00 across all three courses?

Why I ask is because students only need to receive a P grade in a course to satisfy a program requirement. And, for graduation, students must obtain a minimum GPA of 2.00 on all PSYC courses completed at UFV.

In case anyone is wondering, these declaration requirements will be used in conjunction with the BA declaration requirements. The exact Calendar wording for declaring states: "Students who have been admitted to the Bachelor of Arts program may formally declare majors, extended minors, or minors only after they have completed at least 30 credits in the program with a minimum of a 2.0 CGPA on all credits attempted, provided that they have also met the declaration requirements of the subject discipline."

Thanks,  
Rhonda



## Report of the UEC Transfer Credit Subcommittee (TCS) February 2013

Decisions approved by the committee (all were approved by email vote):

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Paul Franklin<br>Approval date: February 12, 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 |
| 201301         | 201601                  | IT 104 Microsoft Word                                                                                                             | C                                      | CIS 100                                  | 3       |
| 201301         | 201601                  | IT 105 Microsoft Excel                                                                                                            | C                                      |                                          |         |
| 201301         | 201601                  | IT 106 Microsoft Access                                                                                                           | C                                      |                                          |         |
| 201301         | 201601                  | IT 107 Microsoft PowerPoint                                                                                                       | C                                      |                                          |         |

### Rationale

IT 104, 105, 106, and 107 must all be completed with a minimum grade C in order to transfer to UFV CIS 100. Individual courses will not be transferred due to content incompatibility issues.

| Effective Term | Precedent setting until | Institution Name: Arbutus College<br>Location: Vancouver, BC<br>Recommended by: Don Miskiman<br>Approval date: February 12, 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 |
| 201309         | 201609                  | BU 102 Accounting 2                                                                                                              | B -                                    | BUS 143                                  | 3       |
| 201309         | 201609                  | BU 105 Accounting 2                                                                                                              | B -                                    |                                          |         |
| 201309         | 201609                  | BU 209 Accounting 3                                                                                                              | B -                                    |                                          |         |
| 201309         | 201609                  | BU 218 Business Management                                                                                                       | B -                                    | BUS 202                                  | 3       |
| 201309         | 201609                  | BU 219 Business Management                                                                                                       | B -                                    |                                          |         |
| 201309         | 201609                  | BU220 Business Management                                                                                                        | B -                                    |                                          |         |
| 201309         | 201609                  | BU 222 Marketing                                                                                                                 | B -                                    | BUS 120                                  | 3       |
| 201309         | 201609                  | BU 230 Services Marketing                                                                                                        | B -                                    | BUS 1XX                                  | 3       |
| 201309         | 201609                  | BU 233 Managing Information Technology                                                                                           | B -                                    | BUS 160                                  | 3       |
| 201309         | 201609                  | BU 235 Canadian Business Law                                                                                                     | B -                                    | BUS 261                                  | 3       |
| 201309         | 201609                  | BU 236 Global Business                                                                                                           | B -                                    | BUS 2XX                                  | 3       |
| 201309         | 201609                  | BU 301 Organizational Behaviour                                                                                                  | B -                                    | BUS 203                                  | 3       |
| 201309         | 201609                  | BU 303 Strategic Management                                                                                                      | B -                                    | BUS 2XX                                  | 3       |
| 201309         | 201609                  | BU 318 Financial Management                                                                                                      | B -                                    | BUS 2XX                                  | 3       |

|        |        |                                   |     |         |   |
|--------|--------|-----------------------------------|-----|---------|---|
| 201309 | 201609 | BU 320 General Studies            | B - | BUS 2XX | 3 |
| 201309 | 201609 | BU 325 Entrepreneurship           | B - | BUS 227 | 3 |
| 201309 | 201609 | BU 350 Human Resources Management | B - | BUS 201 | 3 |

**Rationale**

BU 102, 105, and 209 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 143.  
BU 218, 219, and 220 must all be completed with a minimum grade of B – in order for transfer to UFV BUS 202.  
Individual courses in both instances will not be transferred due to content incompatibility issues.