



UNDERGRADUATE EDUCATION COMMITTEE (UEC)
23 May 2014 - 10:00
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

1.1. MOTION: To approve the Agenda as presented.

**2. APPROVAL OF UEC MINUTES**

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2.1. UEC draft minutes: April 25, 2014

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

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**3.1. Communications**

Changes including prerequisites: CMNS 325

Changes including prerequisites and removal of cross-listing with ADED 345:  
CMNS 345

Changes including removal of cross-listing with ADED 445: CMNS 445

MOTION: To approve the changes to the Communications course outlines as presented.

**4. PROGRAMS**

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**4.1. Child, Youth, and Family Studies**

Change to program: Bachelor of Arts in Child and Youth Care

MOTION: To approve the program requirements for the Bachelor of Arts in Child and Youth Care as presented, effective January 2015.

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**4.2. English**

New program: English Honours: Creative Writing

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MOTION: To recommend the approval of the new English Honours: Creative Writing program as presented, effective January 2015.

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#### **4.3. General Studies**

Discontinuation of program: Bachelor of General Studies Police option

MOTION: To recommend the discontinuation of the Police option in the Bachelor of General Studies as presented, effective January 2015.

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#### **4.4. Mathematics and Statistics**

New program: Mathematics Honours (Bachelor of Science)

New course: MATH 499, Hounours Supplement

MOTION: To approve the MATH 499 course outline as presented.

MOTION: To recommend the approval of the new Mathematics Honours (Bachelor of Science) program as presented, effective January 2015.

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#### **4.5. Science**

Change to program: Bachelor of Science

MOTION: To approve the changes to the Bachelor of Science entrance requirements as presented, effective January 2015.

MOTION: To recommend the approval of the Bachelor of Science declaration requirements as presented, effective January 2015.

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#### **4.6. Theatre**

New program: Theatre major

*Full proposal available online at <http://www.ufv.ca/senate/uec/uec-agendas-and-minutes/>*

MOTION: To recommend the approval of the new Theatre major program as presented, effective September 2015.

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

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

#### **5.2. Transfer Credit Subcommittee report**

#### **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))

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THEA 353

**7. ADJOURNMENT**



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

April 25, 2014  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, H. Compeau, V. Dvoracek, S. Fisher, D. Francis, N. Goad, A. Iliev, J. Larsen, S. Manu, S. Marsh, R. McLeod, S. Patridge, L. Stagg, J. White, M. Wideman, S. Xi  
**ABSENT:** D. Alary, S. Bains, J. English, S. Hardman, D. McGuire, E. Spalding  
**GUESTS:** A. Cameron, B. Kirkley, D. Miskiman, S. Murray, E. Newman, T. Piper, J. Pitcher, S. van de Wetering  
**RECORDER:** A. Grimson

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

**MOTION:**

To approve the agenda as presented.

R. McLeod/R. Colwell  
CARRIED

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

##### **2.1. UEC draft minutes: March 28, 2014**

**MOTION:**

To approve the draft minutes as presented.

S. Fisher/D. Francis  
CARRIED

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

The following courses are ready for publication following UEC approval.

##### **3.1. Communications**

Review including changes to calendar description and total hours: CMNS 490

S. Patridge turned the chair over to D. Francis for this item.

**MOTION:**

To approve the changes to the CMNS 490 course outline as presented.

R. Colwell/R. McLeod  
CARRIED

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### **3.2. Modern Languages**

Changes including prerequisites and total hours: FREN 102 and 215

A. Cameron distributed a revised calendar description for FREN 215, and some minor changes to the learning outcomes were suggested.

#### **MOTION:**

To approve the changes to the French course outlines as amended:

- FREN 215 learning outcomes:
  - 1. "Use..."
  - 2. "Discuss..."

S. Fisher/R. Colwell  
CARRIED

Changes including credits and calendar description: JAPN 301 and SPAN 301

Changes including credits, calendar description, and prerequisites: JAPN 302

Changes including credits: SPAN 302

There were concerns over changing the credit value for the Japanese and Spanish courses from 3 to 4 credits with no accompanying change in the course hours.

Similar courses at SFU are 3 credits, but A. Cameron indicated that this is based on what will work best for UFV students and programs, rather than on what other institutions are doing. He also noted that these courses include an extra hour each week compared to similar courses at other institutions. These are 60 hour courses, which is somewhat standard for 4-credit courses, and perhaps should have been created as 4 credits to begin with. T. Piper indicated that the extra hours mean that these courses often cover in one course what UBC and SFU cover in two courses, and our students end up better prepared.

There was also the concern that higher credit courses limit the capacity for breadth in a degree. S. Brigden noted that external reviews have often identified this as a potential issue.

#### **MOTION:**

To approve the changes to the Japanese course outlines as amended:

- JAPN 301 learning outcomes:
  - 3. "Read well including skimming.." changed to "Read using skimming..."

S. Fisher/R. Colwell  
CARRIED  
ABSTENTIONS: 4

#### **MOTION:**

To approve the changes to the Spanish course outlines as presented.

R. Colwell/S. Fisher  
CARRIED  
ABSTENTIONS: 1

**3.3. Psychology**

Changes including prerequisites: PSYC 360 and 386

**MOTION:**

To approve the changes to the Psychology course outlines as presented.

S. Marsh/R. Colwell  
CARRIED

**3.4. Theatre**

Changes including title, calendar description, and total hours: THEA 211

New course: THEA 312, Character and Scene Study II

Review including changes to calendar description, prerequisites, and total hours:  
THEA 450

It was noted that THEA 312 has 4 credits for 90 hours; B. Kirkley indicated that this is more of a practicum-type course, involving a large amount of in-class practice.

**MOTION:**

To approve the changes to the Theatre course outlines as presented.

S. Brigden/S. Fisher  
CARRIED

**3.5. Nursing**

Changes including prerequisites: PNUR 147

S. Xi questioned the 5-year restriction on prerequisites for this course. D. Francis indicated that there is a Banner form that allows for this type of restriction, although it is limited with respect to high school courses.

**MOTION:**

To approve the changes to the PNUR 147 course outline as presented.

N. Goad/R. McLeod  
CARRIED

**3.6. Child, Youth, and Family Studies**

Changes including credits and calendar description: CYC 390

It was noted that the language regarding course repeats was different in the memo (one repeat allowed, to a maximum of 6 credits) and in the course outline (repeats allowed with different content). Since this course does not have letter designations, there were also questions as to whether a second course should be created instead of allowing repeats.

L. Stagg indicated that the ability to repeat this course is unlikely to be needed

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25 Apr 2014

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anyway, and that CYC 490 could be used in that case.

**MOTION:**

To approve the changes to the CYC 390 course outline as amended:

- Removal of the following from the course description: "It may be taken more than once for credit, provided the course content is different from that previously taken."

R. McLeod/J. Larsen  
CARRIED

**3.7. English**

New Course: ENGL 386, Figurative Language

Changes including calendar description: ENGL 491 and 492

J. Pitcher distributed revised course descriptions, which were further revised for clarity.

**MOTION:**

To approve the changes to the English course outlines as amended:

- Course descriptions revised
- Maximum enrolment for ENGL 492: 1 (same as ENGL 491)

S. Brigden/J. Larsen  
CARRIED

**3.8. Business**

New course: BUS 478, Work Spaces, Built Places

The structure of hours include 5 "varies by instructor" contact hours. Since this is just an example of a typical structure, D. Miskiman suggested that "site visits" could be specified. Changes to the verbs used in the learning outcomes were also suggested.

**MOTION:**

To approve the new BUS 478 course outline as amended:

- Structure of hours: "varies by instructor" replaced with "site visits"
- Learning outcomes revised

S. Brigden/M. Bos-Chan  
CARRIED

**4. PROGRAMS**

**4.1. Business**

Changes including program requirements: Bachelor of Business Administration degree Human Resource Management option and Organizational Studies concentration.

**MOTION:**

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To approve the addition of BUS 478 as an option for the Bachelor of Business Administration degree Human Resource Management option and Organizational Studies concentration as presented, effective January 2015.

J. Larsen/S. Brigden  
CARRIED

#### **4.2. English**

Changes including program requirements: English major, Drama concentration

As these changes are more restrictive in some ways, the September 2014 implementation was questioned. Although the new courses are being run in the fall, incoming students won't take most of these courses until next year, and students in progress are always able to use the old requirements according to the calendar they were admitted under.

**MOTION:**

To approve the changes to the English major, Drama concentration program requirements as presented, effective September 2014.

S. Brigden/R. Colwell  
CARRIED

#### **4.3. Child, Youth, and Family Studies**

Changes including entrance and program requirements: Early Childhood Education certificate and Bachelor of Arts in Child and Youth Care degree

A change to the dates and locations section for the ECE certificate was suggested. This will be changed to: "The program is offered over four semesters, and is run in Chilliwack and Abbotsford in alternate years. Contact the department assistant for details." All references to this being a "part-time" program will also be removed.

Calendar copy changes were also suggested for the BACYC. The section on distance courses will specify that "transfer and course challenge credits may not ~~normally~~ exceed 90 credits".

**MOTION:**

To recommend the approval of the changes to the Early Childhood Education certificate entrance requirements as presented, effective January 2015.

R. McLeod/S. Fisher  
CARRIED

**MOTION:**

To approve the changes to the Early Childhood Education certificate program requirements as presented, effective September 2014.

S. Marsh/R. McLeod  
CARRIED



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**MOTION:**

To recommend the approval of the changes to the Bachelor of Arts in Child and Youth Care degree entrance requirements as amended, effective September 2015:

- 1. a) CMNS 180 added to the excluded English courses (ENGL 104 and 165)

M. Bos-Chan/J. Larsen  
CARRIED

**MOTION:**

To approve the changes to the Bachelor of Arts in Child and Youth Care degree program requirements as presented, effective September 2014.

M. Bos-Chan/D. Francis  
CARRIED

**4.4. Nursing**

Changes including entrance requirements: Bachelor of Science in Nursing and Practical Nursing diploma

**MOTION:**

To recommend the approval of changes to the Bachelor of Science in Nursing and Practical Nursing diploma entrance requirements as presented, effective January 2015.

N. Goad/R. Colwell  
CARRIED

**4.5. Fine Arts**

Changes including program requirements: Bachelor of Fine Arts degree

**MOTION:**

To approve the changes to the Bachelor of Fine Arts double extended minor elective requirements as presented, effective September 2014.

S. Fisher/R. Colwell  
CARRIED

**MOTION:**

To approve the addition of GEOG 103 to the Bachelor of Fine Arts lab science requirement as presented, effective September 2014.

S. Brigden/J. Larsen  
CARRIED

**MOTION:**

To recommend the approval of the changes to the Bachelor of Fine Arts graduation requirements as presented, effective January 2015.

R. Colwell/S. Fisher  
CARRIED

**4.6. General Studies**

Changes including entrance and program requirements: Bachelor of General Studies degree

R. McLeod expressed concern about the distinction between vocational and non-vocational credits, since the proposal specifically excludes vocational credits. Trades classes generally include as much academic rigour as many other courses at UFV, but vocational credits are treated differently from "university-level credits".

Further discussion of these program changes will be postponed until a more in-depth discussion of vocational and university-level credits can take place.

**MOTION:**

To recommend the approval of the changes to the Bachelor of General Studies degree entrance requirements as presented, effective September 2015.

R. Colwell/S. Fisher  
MOTION POSTPONED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Admissions Subcommittee report**

There was no report from this subcommittee.

**5.2. Transfer Credit Subcommittee report**

**MOTION:**

To accept the Transfer Credit Subcommittee report.

S. Brigden/H. Compeau  
CARRIED

**5.3. Policy Subcommittee report**

The Assignment of Course Credit policy (105) gives a frame of reference for course credit, but will not necessarily apply to all courses. This policy is at UEC for consultation, but is not in its final stages. It will go on to SGC and the provost next.

**MOTION:**

To accept the draft of the Assignment of Course Credit policy (105) as presented.

M. Bos-Chan/H. Compeau  
CARRIED

**MOTION:**

To send the draft of the Assignment of Course Credit policy (105) for further consultation as directed by SGC.

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S. Brigden/R. McLeod  
CARRIED

**6. INFORMATION ITEMS**

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

CIS 495 and 496  
EDUC 300  
THEA 250, 311, 352, 451

**6.2. Senate Standing Committee Rules for the Conduct of Business**

Addition of section on electronic voting.

**7. ADJOURNMENT**

The meeting was adjourned at 12:04 pm.

# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts; Amanda Grimson, Undergraduate Education Committee Assistant

From: Samantha Pattridge, Department Head Communications

CC:

Date: 13/05/2014

Re: CMNS 325, 6-year review

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A. Course revision: CMNS 325: Writing for the Sciences and Technologies

1. *Rationale for change:* Regular 6-year review
2. *Summary of substantive changes:*

Calendar description: Revised and edited for clarity and to reflect current focus of course.

Prerequisites: Added minimum credit requirement of 45 in addition to existing course prerequisites. The intent of the change is to prevent students from enrolling in the course after only one or two semesters of study. CMNS 325 is offered frequently enough that this change will not disadvantage students, merely delay their ability to enrol until their third or fourth year of study.

Total hours: Revised to reflect current practice.

Learning outcomes: Updated and slightly revised outcomes language to better reflect course focus.

Textbook: Updated to current edition.

Typical evaluation: Revised to more accurately reflect current evaluation methods in the course.

Typical course content: Updated and revised to reflect current course content and delivery.

B. Budget and Learning outcome Issues

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

Many of the ILOs are reflected in the specific learning outcomes for CMNS 325, especially #1 (demonstrate information competency) and #2 (analyze critically and imaginatively) through the research and writing process, and #5 (communicate effectively) through the creation and presentation of oral and written reports.

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

This course is not required by any other program.

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

Indigenized content can be brought into the course by the instructor or form the basis of the research materials used by students to create their oral and written reports.

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 The class size limit has increased by one to 25 students. In fact this has been the standard size of sections for this course in practice. This change will not affect the budget.
- c. Frequency of offering
- d. Resources required (labs, equipment)

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

This course is eligible for PLAR.

6. *Are field trips required for this course?* N/A.

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

\$100

Course Reviewers: Michelle Riedlinger, David Thomson

Approved by Jacqueline Nolte – April 17, 2014

CWC: No comments were received.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** CMNS 325

**Number of Credits:** 3 [Course credit policy \(105\)](#)

**Course Full Title:** Writing for the Sciences and Technologies

**Course Short Title:** Writing for the Sci & Techs

**Faculty:** Faculty of Humanities

**Department (or program if no department):** Communications

### Calendar Description:

An introduction to advanced principles and applications of written and oral communication for the sciences. Topics covered include the ethics of scientific communication, incorporating online tools in research and writing, defining audiences, designing documents, using visual aids, and preparing presentations.

**Prerequisites (or NONE):** One of the following: CMNS 125, CMNS 145, CMNS 155, CMNS 175, or ENGL 105.

Note: As of January 2016, prerequisites will change to the following: 45 university-level credits, including one of the following: CMNS 125, CMNS 145, CMNS 155, CMNS 175, or ENGL 105.

**Corequisites (if applicable, or NONE):** None

**Pre/corequisites (if applicable, or NONE):** None

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 45**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 20        |
| Seminars/tutorials/workshops               | 15        |
| Laboratory hours                           | 10        |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>45</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 25

**Expected frequency of course offerings**

(every semester, annually, etc.): every other year

**Department / Program Head or Director:** Samantha Pattridge

**Date approved:** April 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** April 25, 2014

**Faculty Council approval**

**Date approved:** May 9, 2014

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** May 9, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** May 23, 2014

CMNS 325

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. Articulate a clear understanding of the communication process as it applies to technical and scientific communications.
2. Work within ethical guidelines involved in observing, recording, and reporting in the Sciences.
3. Practice advanced principles of communication in memos, letters, summaries, proposals, reports, and articles.
4. Design effective and professional documents and visual aids.
5. Engage in advanced principles of audience definition for a wide range of audiences and for various public media, including popular newspapers and magazines, and scientific and technical journals.
6. Use online tools in the research and writing process.
7. Demonstrate advanced oral presentation skills.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Reading, lectures, discussions, and hands-on practice in researching, organizing, and reporting.

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

## Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                               | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | Penrose, A.M.,<br>Katz, S.B.        | Writing in the Sciences: Exploring Conventions of Scientific<br>Discourse | <input checked="" type="checkbox"/> | Pearson          | 2010                      |
| 2. |                                     |                                                                           | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                                                           | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                                                           | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                                                           | <input type="checkbox"/>            |                  |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

### Details (if necessary):

|                   |     |
|-------------------|-----|
| Reflective memos  | 15% |
| Summaries         | 10% |
| Research proposal | 15% |
| Scientific report | 25% |
| Magazine article  | 20% |
| Oral presentation | 15% |

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

## Typical Course Content and Topics

- Week 1: Introduction to the course; the social nature of science
- Week 2: Exploring science and technology
- Week 3: Research reviews; summary and citation in the sciences and science communication
- Week 4: Ethics of science communication
- Week 5: Research proposals
- Week 6: Research reports
- Week 7: Presenting science and technology to scientific audiences
- Week 8: Presenting science and technology to public audiences

**CMNS 325****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3*****Course Content continued***

Week 9: Document design in the sciences and science communication

Week 10: Writing popular science

Week 11: Review, revision and reflection on review articles

Week 12: Review, revision and reflection on popular science and technology articles

Week 13: Reflection on writing for the sciences and technologies

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts; Ashley Hoogendorn, Undergraduate Education Committee Assistant

From: Samantha Pattridge, Department Head Communications

Date: 13/05/2014

Re: CMNS 345, course changes

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## **A. Course revision: CMNS 345: Instructional Skills for the Workplace**

1. *Rationale for change:* We are removing the cross-list with ADED, and taking the opportunity to adjust prerequisites so students are better prepared for the course.

2. *Summary of substantive changes:*

- Cross-list with ADED 345 has been removed. ADED and CMNS have moved in different directions over the years, and it has been decided that there is room for ADED to offer its own instructional techniques course that will better suit its needs.
- Prerequisites have been increased from 30 university-level credits to 45, to include 6 credits of CMNS (instead of the previous 3). We have found in recent years that there is a high withdrawal rate in this course, since students were not prepared for the work expected of them. Increasing the prerequisites is intended to require that students are in at least third year before attempting the course.

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

3. *How does your course address the UFV Learning Outcomes?* This course helps students meet ILOs #3 Use knowledge and skills proficiently (the course has a strong focus on adapting lessons to various audiences, formats, and styles), #5 Communicate effectively, #6 Pursue self-motivated and self-reflective learning (students identify lesson topics and conduct independent secondary research, and they are required to engage in self-reflection on their lessons), and #8 Engage in respectful and professional practice (students learn to create safe learning communities and practice respectful feedback techniques).

4. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This course is required by the BA (Adult Education). Program changes to this degree are forthcoming, but in the meantime CMNS 345 will be accepted.

5. *What consideration has been given to indigenizing the curriculum?* Indigenizing the curriculum can occur within the examples and demonstration lessons chosen by the instructor and within the mini-lesson topics chosen by the students. In addition, Indigenous ways of knowing are covered in Unit 2, as is the relationship between Bloom's Taxonomy and the Medicine Wheel.

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

- a. Credit value
- b. Class size limit
- c. Frequency of offering
- d. Resources required (labs, equipment)

7. *If this course is not eligible for PLAR, explain why.* N/A

8. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* N/A

9. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* \$50 for the textbooks. No other materials required.

Course Reviewers: Linda Pardy, Samantha Pattridge, Marcella LaFever, Lynn Kirkland-Harvey

CWC:

Comment from Rhonda Colwell:

I have read this proposal and I have a couple of requests similar to those of CMNS 445, as follows:

Will there be students who completed this course during the cross-list period as ADED 345? If this is a possibility, I will ask that ADED 345 be included as an Equivalent Course and be kept in the Note under the Calendar Description.

Since the Banner prerequisites checking system does not check for the "strongly recommended" courses, I ask that the dept consider requiring CMNS 235 or CMNS 251 outright - especially if the skills learned in either one of these courses is deemed necessary for a student to successfully complete CMNS 345.

Response:

The department has agreed to change the prerequisites to:

Prerequisites (or NONE): 45 university-level credits, to include (CMNS 251) and (3 additional credits of CMNS)

We will also add ADED 345 as an equivalent course and put the note in the calendar description.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1996  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** CMNS 345

**Number of Credits:** 4 [Course credit policy \(105\)](#)

**Course Full Title:** Instructional Skills for the Workplace

**Course Short Title:** Instruc. Skills for the Workpl

**Faculty:** Faculty of Humanities

**Department (or program if no department):** Communications

### Calendar Description:

This course provides an opportunity to design and teach lessons to diverse audiences in three domains (psychomotor, affective, cognitive) using a variety of media and strategies. Students prepare, deliver, and debrief three short mini-lessons using a variety of instructional practices, technologies, and evaluation techniques for conducting workplace training.

**Note: Students with credit for ADED 345 cannot take this course for further credit.**

**Prerequisites (or NONE):** 30 university-level credits, including 3 credits of CMNS or ENGL (CMNS 251 or CMNS 235 are strongly recommended).

Note: As of January 2015, prerequisites will change to the following: 45 university-level credits, including CMNS 251 and 3 additional credits of CMNS.

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s): **ADED 345**

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

### Total Hours: 60

#### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 20        |
| Seminars/tutorials/workshops               | 10        |
| Laboratory hours                           | 30        |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes, different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 20

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

**Department / Program Head or Director:** Samantha Pattridge

**Date approved:** April 4, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** April 14, 2014

**Faculty Council approval**

**Date approved:** May 9, 2014

**Dean/Associate VP:** Jacqueline Nolte

**Date approved:** May 9, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** May 23, 2014

CMNS 345

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Incorporate adult learning theory into lesson or workshop design
- Prepare a Dacum (Develop a Curriculum) chart with lesson plans
- Incorporate a variety of learning styles into lessons and workshops
- Use a variety of different learning domains and learning cycles in lesson/workshop design
- Incorporate principles of active engagement into lessons or workshops
- Demonstrate basic formative and summative evaluation practices during the lesson or workshop
- Use a variety of instructional techniques and/or media to enhance the learning process
- Give and receive supportive feedback
- Prepare a course/workshop proposal
- Demonstrate self-reflective evaluation practices

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Course activities include lecture, microteaching, small group assignments, written and oral feedback.

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

## Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

| <u>Author Surname,<br/>Initials</u>         | <u>Title (article, book, journal, etc.)</u>                                         | <u>Current Edition</u>   | <u>Publisher</u>                    | <u>Year<br/>Published</u> |
|---------------------------------------------|-------------------------------------------------------------------------------------|--------------------------|-------------------------------------|---------------------------|
| 1. Renner, P.                               | The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator | <input type="checkbox"/> | Training Associates                 | 2005                      |
| Bopp, J., Bopp, M., Brown, L., and Lane, P. | The sacred tree                                                                     | <input type="checkbox"/> | Four Worlds International Institute | 1989                      |
| 3.                                          |                                                                                     | <input type="checkbox"/> |                                     |                           |
| 4.                                          |                                                                                     | <input type="checkbox"/> |                                     |                           |
| 5.                                          |                                                                                     | <input type="checkbox"/> |                                     |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

### Details (if necessary):

|                                             |               |
|---------------------------------------------|---------------|
| Mini-lessons                                | 10%, 15%, 20% |
| Learning Styles presentation                | 10%           |
| Peer feedback                               | 10%           |
| Self-evaluation                             | 10%           |
| Final assignment (Course/Workshop Proposal) | 25%           |

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

## Typical Course Content and Topics

Unit 1 Preparing for Teaching and Training

- a) Differences between presenting, teaching, training & facilitating
- b) Personal learning style as an influence on teaching/training style
- c) Course plans, training plans, lesson plans, and preparation
- d) Designing learning outcomes and evaluation strategies
- e) Course proposals and training plans

**Course Content continued:**

- f) Creating positive and engaging environments that promote safe learning spaces for diverse learners
- g) Learning style presentations

**Unit 2 Exploring Learning Domains and Culture**

- a) Learning theory and cycles (i.e. Kolb, Taylor, Indigenous Ways of Knowing etc.)
- b) Learning domains (i.e. Blooms, Gagne, and Medicine Wheel etc.)
- c) Cultural contexts and planning
- d) Adaptive learning strategies towards learner/participant inclusion

**Unit 3 Psychomotor Mini-Lesson Delivery and Evaluation**

- a) Active engagement theory
- b) The art of demonstration
- c) Visual aids and learning technologies
- d) 10 minute mini-lessons
- e) Peer evaluation techniques
- f) Self-evaluation techniques
- g) Formative and summative evaluation techniques

**Unit 4 Affective Mini-Lesson Delivery and Evaluation**

- a) Communication practices and collaborative planning
- b) Course and/or program planning
- c) 15 minute mini-lessons
- d) Peer evaluation using affective techniques
- e) Self-evaluation using affective techniques

**Unit 5 Cognitive Mini-Lesson Delivery and Evaluation**

- a) Active lecture design for workplace training
- b) Content, competencies, and participation
- c) 20 minute mini lessons
- d) Peer evaluation using cognitive techniques
- e) Self-evaluation using cognitive techniques

**Unit 6 Celebration of Learning & Course/Workshop Proposal Show Case**

- a) Analysis of lesson design and delivery processes
- b) Appreciative Inquiry peer evaluations
- c) Self-evaluation shared reflections
- d) Proposal show case

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

# MEMO



To: Jacqueline Nolte, Dean of Arts; Rachael Letkeman, Committees Assistant, College of Arts; Ashley Hoogendorn, Undergraduate Education Committee Assistant

From: Samantha Pattridge, Department Head Communications

Date: 13/05/2014

Re: CMNS 445, course changes

---

**A. Course revision:** CMNS 445:Facilitation Skills for the Workplace

1. *Rationale for change:* We are removing the cross-list with ADED.
2. *Summary of substantive changes:*
  - Cross-list with ADED 445 has been removed. ADED and CMNS have moved in different directions over the years, and it has been decided that this course is no longer appropriate for the ADED program.

**C. Budget and Learning outcome Issues**

3. *How does your course address the UFV Learning Outcomes?* This course will assist students meet ILO's 3, 4,5,6,7, and 8. Depending on the assignments the students select to facilitate ILO 9 could also be possible.
4. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?* This course is not required by any other program. It is an option in the BA (ADED).
5. *What consideration has been given to indigenizing the curriculum?* The learning outcomes require students to use circle sharing and storytelling techniques as part of their facilitation methods.
6. *If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:* N/A
  - a. Credit value
  - b. Class size limit – changed to 25 (from 20) to be more economically viable and to ensure the class is at an appropriate size for facilitation in groups.

- c. Frequency of offering – changed to every other year to reflect CMNS's decision to offer upper-level courses on a two-year rotation. This change will allow us to offer all of our upper-level courses without impacting our budget.
- d. Resources required (labs, equipment)

7. *If this course is not eligible for PLAR, explain why.* PLAR cannot be awarded for this course because this is a process course in which students as a group develop facilitating skills and are expected to incorporate what they have learned through ongoing facilitations. Having been a facilitator would not be sufficient PLAR as the process of learning to become a better facilitator is the essence of the course.

8. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?* N/A

9. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* \$100 for the textbooks. No other materials required.

Course Reviewers: Linda Pardy, Samantha Pattridge, Marcella LaFever, Lynn Kirkland-Harvey

CWC:

Comment from Elaine Harris:

If ADED 445 has ever been offered, the course outline should still list it as an equivalent course, as (I assume) students with credit for ADED 445 should still not be able to get credit for CMNS 445. Rather than listing ADED 445 in the cross-listing field, perhaps it could be listed in the equivalent course field instead.

Comment from Rhonda Colwell:

Can you also please keep ADED 445 in the Note under the Calendar Description? "Note: Students with credit for ADED 445 cannot take this course for further credit" This will inform students who completed this course as ADED 445 that registering in CMNS 445 will be noted as a course repeat on their student record.

Response:

The note advising students with ADED 445 will be kept in the course outline and listed as equivalent.



ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2008

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval)

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CMNS 445

Number of Credits:4 [Course credit policy \(105\)](#)

Course Full Title: Facilitating Skills for the Workplace

Course Short Title: Facilitating for Workplace

Faculty: Faculty of Humanities

Department (or program if no department): Communications

### Calendar Description:

The student will develop and apply approaches to facilitating for diverse group situations and workplace learning communities. Students will develop core competencies for managing learners, teams, groups, and committees. The facilitator provides skills, guides discussions, and encourages the group to reach conclusions.

Note: Some public speaking skills are assumed in this course.

**Note:** Students with credit for ADED 445 cannot take this course for further credit.

**Prerequisites (or NONE):** CMNS 345, or 45 university-level credits including CMNS 235 or CMNS 280.

**Corequisites (if applicable, or NONE):**

**Pre/corequisites (if applicable, or NONE):**

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s): **ADED 445**

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours: 60**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 20        |
| Seminars/tutorials/workshops               | 40        |
| Laboratory hours                           |           |
| Field experience hours                     |           |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours:                       |           |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only): 25**

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

Department / Program Head or Director: Samantha Patridge

Date approved: October 4, 2013

Campus-Wide Consultation (CWC)

Date of posting: April 18, 2014

Faculty Council approval

Date approved: May 9, 2014

Dean/Associate VP: Jacqueline Nolte

Date approved: May 9, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: May 23, 2014



CMNS 445

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

1. Differentiate between teaching, managing, and facilitating
2. Select appropriate communication strategies reflective of varied and diverse audience need
3. Apply facilitating principles and behaviors to group situations
4. Demonstrate a variety of facilitating techniques and strategies including circle sharing and storytelling
5. Give and receive personal feedback
6. Manage complexities and challenges of workplace group dynamics.
7. Articulate self-awareness of personal behaviors that support effective facilitation.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a process course in which students as a group develop facilitating skills and are expected to incorporate what they have learned through ongoing facilitations. Having been a facilitator would not be sufficient PLAR as the process of learning to become a better facilitator is the essence of the course.

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Small group discussions, structured feedback, simulated practice, case studies, self-reflection.

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

## Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

|    | <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                  | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year</u><br><u>Published</u> |
|----|------------------------------------------|--------------------------------------------------------------|-------------------------------------|------------------|---------------------------------|
| 1. | Robinson, G. and<br>Rose, M.             | Teams for a new generation: a Facilitator's field guide      | <input checked="" type="checkbox"/> | Author House     | 2007                            |
| 2. | Bens, I.                                 | Facilitation at a glance!: Your pocket guide to facilitation | <input checked="" type="checkbox"/> | Goal/QPC         | 2012                            |
| 3. |                                          |                                                              | <input type="checkbox"/>            |                  |                                 |
| 4. |                                          |                                                              | <input type="checkbox"/>            |                  |                                 |
| 5. |                                          |                                                              | <input type="checkbox"/>            |                  |                                 |

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

N/A

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |      |
|----------------|---|--------------|------|-------------------|---|------------|------|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 100% |

## Details (if necessary):

Journal Assignments 20%  
Simulation exercises 20%  
Facilitated group Projects 40%  
Self-reflection 20%

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

## Typical Course Content and Topics

Unit 1: Introduction to Facilitation:

- "Instructor" vs "Manager" vs "Facilitator"
- Roles, ethics, and values
- Current trends and practices

Unit 2: Sharing Information

- Giving and Receiving Feedback
- Circle Sharing
- Storytelling
- Collective Learning

**CMNS 445****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3****Course Content continued****Unit 3: Group Dynamics: Community and/or Workplace**

- Common Language
- Controversy
- Appreciative Inquiry
- Facilitator self-care and personal awareness

**Unit 4: Facilitation Framework and Process Tools**

- Listening skills
- Critical thinking application
- Developing group trust and participation
- Problem solving
- Building consensus

**Unit 5: Being Neutral**

- Coaching
- Mentoring
- Moderating

**Unit 6: Meeting and Project Management**

- Meeting styles and rules
- Small group management
- Project management roles and responsibilities
- Focus group organization and facilitation
- Difference between forum, panel, and symposium facilitation

**Unit 7: Leadership Styles and Trends**

- Authentic Leadership
- Learning Organization Theory

**Unit 8: Managing Group Dynamics:**

- Group development
- Effective teams
- Conflict management
- Technology and virtual participation

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Amanda Grimson  
Phone: 4571

---

**TO:** UEC

**FROM:** Amanda Grimson, UEC Assistant

**DATE:** May 15, 2014

**RE:** Bachelor of Arts in Child and Youth Care

---

At its April 25, 2014 meeting, UEC voted to approve changes to the program requirements for the Bachelor of Arts in Child and Youth Care degree. There was an error in the presentation on the required English and Communications courses, and the department has since clarified these requirements. Please see the attached document for details.

## **Bachelor of Arts in Child and Youth Care degree**

### Program requirements

Completion of at least 120 credits with a minimum grade point average of 2.33. At least ~~42~~<sup>45</sup> of these credits must be upper-level (300-400).

### Program outline

#### **First year**

| <b>Course</b>              | <b>Title</b>                                                                                                | <b>Credits</b> |
|----------------------------|-------------------------------------------------------------------------------------------------------------|----------------|
| <u>Two</u>                 | <u>University-level ENGL or CMNS courses (excluding ENGL 104, ENGL 165, and CMNS 180) (see Note 1)</u>      | <u>36</u>      |
| <del>CMNS 155 or 251</del> | <del>Introduction to Workplace and Academic Communication or (see Note 1) Professional Report Writing</del> |                |
| <del>CMNS 251</del>        | <del>Professional Report Writing (see Note 1)</del>                                                         |                |
| <del>ENG 105</del>         | <del>Academic writing (excluding ENG 104 or ENG 165)</del>                                                  | <del>3</del>   |
| PSYC 101                   | Introduction to Psychology I (see Note 2)                                                                   | 3              |
| PSYC 102                   | Introduction to Psychology II (see Note 2)                                                                  | 3              |
| CYC 101                    | Introduction to Child and Youth Care                                                                        | 3              |
| Elective                   | Approved by department <u>(Note 2)</u>                                                                      | 3              |
| Elective                   | Approved by department                                                                                      | 3              |
| Elective                   | Approved by department                                                                                      | 3              |
| Elective                   | Approved by department                                                                                      | 3              |
| Elective                   | Approved by department                                                                                      | 3              |
| Total                      |                                                                                                             | 30             |

~~Note 1: CMNS courses can be replaced with first-year and second-year university-level English.~~

Note 1: ENGL 105 and CMNS 155 or 251 are strongly recommended.

Note 2: PSYC 101 and 102 are prerequisites to PSYC 250.

Note 3: Recommended university-level elective courses: Anthropology, Criminology, Psychology, Sociology or any relevant area of interest to the student.

~~Note 3: Graduates of approved ECE certificate and diploma programs are eligible for block transfer credits.~~



**MEMORANDUM**

**To:** CACC/UEC

**From:** John Pitcher, Dept. Head

**Date:** ~~February 16~~ May 22, 2014

**Re:** New Program, English Honours: Creative Writing

**Rationale:**

English departments at most universities offer an Honours option for Creative Writing students. Students with an interest in Creative Writing should not be excluded from the Honours Program, which is not currently configured for Creative Writing projects. The new English Honours: Creative Writing is designed for students who wish to enter an MFA program.

The requirements for the Creative Writing Concentration formed the point of the departure for the English Honours: Creative Writing. The changes are indicated below through track changes.

**Notes:**

1. English Honours: Creative Writing requires the same number of credits as English Honours.
2. ENGL 165 is no longer offered by the English department. ENGL 318 and 319 have been included here to correct a clerical area, as the courses are included in every other English program in the corresponding sequence.
3. ENGL 491 and ENGL 492 have been revised to include a Creative Writing project option (see attached revised course outlines).

English ~~major~~[Honours](#), Creative Writing ~~concentration~~

This section specifies the ~~major-honours~~ discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

Lower-level requirements: ~~21-27~~[18-24](#) credits

- ENGL 105 or ARTS 100
- Three credits from ENGL [104](#), 108, 115, 120, 130, 150, 170,
- ~~Three credits from ENGL 104, 165~~
- Six credits from ENGL 204-207, 240, 280, 294
- Six credits from ENGL 208, 211, 212, 213, 215

Upper-level requirements: ~~32-44~~ credits

- Eight credits from ENGL 301, 304, 306, 312, 316, [318, 319](#)
- 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381, [405, 490](#) (see [Note 1](#))
- Four credits from ENGL 356, 360, 361
- ~~Four-Eight~~ credits from ENGL 301-403 excluding courses designated as creative writing courses ([See Note 2](#))
- ~~Four credits from ENGL 370, 375, 376, 386~~
- ~~Eight credits from ENGL 491~~
- [ENGL 492](#) (see [Note 3](#)) ~~ENGL 490~~ (see [Note 2](#))

Note: English Honours requires 132 credits, a minimum of 62 of which must be in the English program.

Note 1: ENGL 490 must be focused on a creative writing project.

Note 2: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 3: ENGL 491 and ENGL 492 must be focused on a creative project

Other requirements:

GPA requirements

A GPA of 3.5 or higher, calculated on all English courses required for the honours program, must be maintained until completion of the program.

Course requirements

Students must complete 44 upper-level credits to fulfill the requirements for the English Honours: Creative Writing. Lower-level requirements for both the English Honours: Creative Writing and English major: Creative Writing concentration are identical, but students intending to complete the honours program should be aware that upper-division requirements for the Honours (Creative Writing) are specific to the honours program and include 16 credits of courses designated Creative Writing courses (see Note 1 above) and 8 credits of ENGL 491, 492.

#### Language requirement

Students must demonstrate proficiency in another language. This may be accomplished by completing 6 credits of work with a GPA of 3.0 or higher in the department of Modern Languages (MOLA) at UFV or by submitting evidence of comparable achievement at a recognized post-secondary institution. The English Honours Committee may, in some cases, determine proficiency by administering a language proficiency assessment with the assistance of a qualified specialist in the language the candidate chooses for evaluation.

#### Residency

Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

#### Course listings

For complete details on courses see the course descriptions section.

ENGL 491 4 credits

Honours Directed Reading

Prerequisite(s): Acceptance to the English Honours program as outlined in the calendar; completion of all lower-level course requirements for the English major; and a minimum of 24 upper-level requirements for the English major.

This course is the first of two courses specific to the Honours Program: a reading course and a course devoted to the writing of an extended research essay, or substantial creative writing project. Honours Directed Reading is therefore intended to prepare students to write the research paper or creative writing project. The course will consist of instruction in research techniques and intensive reading in an area of interest to be defined by agreement between students and instructors.

ENGL 492 4 credits

Honours Directed Essay

Prerequisite(s): Acceptance to the English Honours program as outlined in the calendar; completion of all lower-level course requirements for the English major; a minimum of 24 upper-level requirements for the English major; and completion of ENGL 491.

This is the second of two courses specific to the Honours program. Preceded by the honours reading course, the honours essay [or creative writing project](#) will be devoted to the writing of an extended research paper [or substantial creative writing project](#). This essay is to be the graduating project for the student's BA degree in English Honours and should display excellent writing ability, knowledge of scholarly conventions, [conventions of chosen genre in the case of a creative writing project](#) and thorough familiarity with the student's chosen topic.



***Consult Summary***

***Changes to the English Honours: Creative Writing***

**From:** Maureen Wideman  
**Sent:** February-17-14 12:00 PM  
**To:** John Pitcher  
**Subject:** RE: New Program: ENGL Honours, Creative Writing

Hi John,

I'm new to this process, so I'm not sure of my role. I had a look at the course and it looks very interesting. My concern is the learning outcomes – they could be improved. One includes an assessment as an outcome. Generally an outcome would outline the learning that would come from doing the assignment, or in this case the annotated bibliography. So, the outcomes might be something like: conduct intensive library research of physical and/or online resources; evaluate research resources to determine their value as part of a project.

Generally an outcome takes about six hours to learn in an average course. So, what is it that students must learn to be successful in this course? There are usually 6 to 8 outcomes per course.

Thanks,

Maureen Wideman, PhD  
Director of Teaching and Learning  
University of the Fraser Valley  
[maureen.wideman@ufv.ca](mailto:maureen.wideman@ufv.ca)  
T-604-864-4627  
C-604-226-2506

***These suggestions have been implemented in the course outlines, which were approved by UEC on April 25, 2014. No additional comments were received for the program.***

# MEMO



**To:** CWConsult; College of Arts Curriculum Committee

**From:** Susan Fisher, Associate Dean, Students

**Date:** 14 April 2014

**Re:** Major program change: Discontinuance of Police option, Bachelor of General Studies

---

**Proposal for Program Discontinuance:  
Bachelor of General Studies, Police Option**

**Rationale for discontinuance:**

*A. Demand*

This program originated in September 2009 as a joint initiative with the RCMP. It served 44 students. But now the cohort it was intended to serve have almost all completed their degrees or have discontinued their studies. The market and the rationale for the program no longer exist.

*B. Capacity and Financial Impact/Viability*

There are only 2 students completing the program. It was suspended in 2010-14 with no financial impacts.

The BGS is a costly degree to administer. Since students who want a degree in police-related field are better served by the Criminology and Criminal Justice bachelor's program, it does not make sense to have this other, more cumbersome option still on the books. If a student with some police training still wanted to complete a BGS, he or she could do so by designing a thematic option related to police studies; alternatively, he or she could apply these credits to the Bachelor of Arts (Criminal Justice) degree.

*C. Program Output*

Over the 9 years of its existence, the program has produced 18 graduates.

*D. Internal and External impacts of program discontinuance*

We foresee no external impacts. The RCMP no longer recommends this option to its members. Internal impacts will be negligible. Discontinuing this program is just acknowledging the present reality and cleaning up calendar copy.

*Communication and Transition Plan*

May 2014:

The Chair of the Bachelor of General Studies Program Committee will inform all members about the discontinuance.

The proposal to discontinue this option will be posted at CW Consult. It will be placed on the agenda for the May 9 meeting of CACC, the May 14 meeting of APPC (agenda deadline May 7), the May 23 meeting of UEC.

Students already in the program will have until December 2015 to complete their degree.

**NO CWC COMMENTS RECEIVED**

● Page 2



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

## **MEMORANDUM**

**TO:** CWC  
**FROM:** Greg Schlitt, Math and Stats Department Head (acting)  
**DATE:** Jan 26 2014  
**SUBJECT:** Proposal for BSc. Honours Degree in Mathematics and new course MATH 499  
 "Honours Supplement"

---

The department of Mathematics and Statistics is proposing an Honours degree in Mathematics within the BSc, as recommended by our 2010-11 Program review, and requested by our students. The proposal respects the "UFV Honours Degree Framework" and requires minimal resources. On the advice of the UFV Program Development Coordinator and the UEC Chair, we are submitting this via the "Major Program Change" route (creating a new option from our existing Major).

### **BSc Honours (Mathematics) Proposed Requirements** (calendar language is below)

#### **Requirements** (in addition to the requirements for a BSc Math Major)

1. Minimum CGPA of 3.33 required for admittance to the program (*meets framework requirement 1*)
2. Graduation requirements of a minimum GPA of 3.0 on all upper-level MATH and STAT courses
3. Students are required to have credit for both 225 and 255 (breadth requirement)
4. Students must take
  - a. Math 438 or 439, and
  - b. Math 440 or 444, and
  - c. Math 370

*(meets framework requirement 2b)*
5. At least a B in the "honours supplement" course MATH 499 for one of the courses in item 4 above.  
*(meets "course, seminar or project" requirement of framework requirement 2)*

#### **MATH 499 Honours Supplement Course**

As demand warrants, the department would run a version of MATH 499 "Honours Supplement" alongside one of the regularly scheduled courses MATH 438, 439, 440, 444 or 370. Honours students would take both. This idea is modeled on the joint undergraduate/graduate courses frequently run at other universities.

Students in an honours supplement would

1. Complete extra or deeper, more difficult assignments that delve deeper into the theory
2. And/or complete a project, with guidance from the instructor, and present that project either to the class, or to the mathematical community at UFV.

**Resources Required**

The only resources required are those to support the offering of MATH499. The course would run a maximum of once every two years, along with whichever regularly occurring course it supplements. The time required of the instructor would be that for

- creation and marking of additional assignments and/or projects
- supervision of projects

for a maximum of six students and likely fewer. Because the course would occur only every two years, and probably with a different instructor, compensation would best be accommodated within a flexible workload model. Ultimate financial costs to the university should in any case be no higher than that of one section every six years (one third of a section compensation per instance.)

For reference, we include the existing Math Major Requirements. These are in addition to the general requirements of the BSc.

**(Existing) Math Major requirements**

**Mathematics major  
(for Bachelor of Science degree students)**

This section specifies the mathematics major discipline requirements only. Please refer to the Bachelor of Science section for inf

**Lower-level requirements: 36–38 credits**

| Course                                                   | Title                                               | Credits |
|----------------------------------------------------------|-----------------------------------------------------|---------|
| MATH 111                                                 | Calculus I                                          | 4       |
| MATH 112                                                 | Calculus II                                         | 4       |
| or MATH 118                                              | Calculus II for Life Sciences                       |         |
| MATH 211                                                 | Calculus III                                        | 3       |
| MATH 221                                                 | Linear Algebra                                      | 3       |
| MATH 265                                                 | Transition to Advanced Mathematics (see Note 1)     | 3       |
| MATH 270/<br>STAT 270                                    | Introduction to Probability and Statistics          | 4       |
| COMP 152                                                 | Introduction to Structured Programming (see Note 2) | 4       |
| MATH 225                                                 | Topics in Discrete Mathematics (see Note 3)         |         |
| or MATH 255                                              | Ordinary Differential Equations                     | 3       |
| <b>One pair of courses from the following sequences:</b> |                                                     |         |
| CHEM 111                                                 | Principles of Chemistry I (previously offered)      | 4       |
| and CHEM 112                                             | Principles of Chemistry II (previously offered)     | 4       |
| or                                                       |                                                     |         |
| CHEM 113                                                 | Principles of Chemistry I                           | 5       |
| and CHEM 114                                             | Principles of Chemistry II                          | 5       |
| or                                                       |                                                     |         |
| PHYS 111                                                 | Mechanics                                           | 5       |
| and PHYS 112                                             | Electricity and Magnetism                           | 5       |
| or                                                       |                                                     |         |
| BIO 111                                                  | Introductory Biology I                              | 5       |
| and BIO 112                                              | Introductory Biology II                             | 5       |

Note 1: Students who have successfully completed MATH 214 prior to January 2006 may use MATH 214 in place of MATH 265.

Note 2: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.

Note 3: Students who have successfully completed MATH 125 prior to January 2005 may use MATH 125 in place of MATH 225.

**Upper-level requirements: 30 credits**

| Course       | Title                                       | Credits |
|--------------|---------------------------------------------|---------|
| MATH 312     | Vector Calculus                             | 3       |
| MATH 322     | Complex Variables                           | 3       |
| MATH 340     | Introduction to Analysis                    | 3       |
| MATH 339     | Introduction to Applied Algebraic Systems   |         |
| or MATH 439  | Modern Algebra (see Note 1)                 | 3       |
| <b>Plus:</b> |                                             |         |
| MATH         | 300- or 400-level MATH courses (see Note 1) | 9       |
| <b>Plus:</b> |                                             |         |
| MATH or STAT | 300- or 400-level MATH or STAT courses      | 9       |

Note 1: At least nine MATH credits must be at the 400 level.

**Proposed Calendar Language:**

**Mathematics Honours**

This section specifies the Mathematics Honours requirements only. Please refer to the Bachelor of Science section for information on additional requirements, as well as for the requirement of the Mathematics Major.

**Entrance Requirements**

A minimum CGPA of 3.33.

**Program Requirements**

To earn a Mathematics Honours a student must

- Meet the requirements for the BSc Mathematics Major
- Earn credit for

| Course                          | Title                                                             | Credits |
|---------------------------------|-------------------------------------------------------------------|---------|
| MATH 438 <b>or</b><br>MATH 439  | Advanced Linear Algebra<br>Modern Algebra                         | 3       |
| MATH 440 <b>or</b><br>MATH 444  | Fourier Analysis<br>Metric Spaces                                 | 3       |
| MATH 370                        | Probability and Stochastic<br>Processes                           | 3       |
| MATH 225 <b>and</b><br>MATH 255 | Topics in Discrete Mathematics<br>Ordinary Differential Equations | 3<br>3  |

- Earn at least a “B” in MATH **499** Honours Supplement (1) offered in conjunction with one of the courses listed above
- Have a GPA of at least 3.0 on all upper level MATH and STATS courses attempted.

**CWC CONSULT**

Hi everyone,

I have read this proposal and I have a few questions, as follows:

1. How will the number of MATH 4XX be determined? I know that this will cause more work, but has the dept thought about creating the supplemental course number for each of the “underlying courses” rather than MATH 4XX? What would the supplemental course number for MATH 438 be? Could all MATH Honours students receive credit for MATH 438A? Or will the course number/letter designation be different for each MATH Honours student? As you can probably tell, I am confused about how this course will work for all 5 MATH Honours courses.

2. How did the dept decide on the B grade requirement for the Honours Supplement course and the GPA of 3.0 on all upper-level MATH and STATS courses attempted? Why I ask is because it seems incongruous to have an entrance GPA of 3.33 (B+) but only require a 3.00 (B) for graduation purposes. All of the existing Honours programs maintain the 3.33 GPA requirement for graduation, including a minimum of B+ in each of the required Honours courses. English is the only program which asks for a higher GPA = 3.50.
3. Will the dept be submitting a MATH Honours proposal for the BA degree too?

Thanks,  
Rhonda

*Hi Rhonda. Good questions!*

- (1) *We did consider setting up a supplemental course for each of the main accompanying course. Thus the honours supplement to MATH 438 say, would be designated MATH 438H and offered along with MATH 438. In the end we wanted to leave open the possibility of adding honours supplement to courses other than those listed (339, 438, etc) and thought the best way would be to make one "shell course" MATH 4XX (1) that could be offered (with designation as such) alongside different courses as they come up. That way we don't have to get approval for a new honour supplement course every time we want a new one.*

*So: the course would literally be "MATH 4XX (1)" (or if letters are a problem, it could be MATH 499, say) and would, from time to time, accompany various upper level MATH courses. Every student who took the course would receive the same designation. I suppose in unusual cases we might have a student who wants to take more than one honours supplement course: perhaps the designation MATH 499A, 499B,... for the various such offerings might be better, as is sometimes done with "special topics" courses?*

- (2) *I suppose the difference between the GPA requirements reflects the nature of the courses. The entrance requirement of B+ is a CGPA on all courses, not just math courses, and maintain a B across all upper-level MATH/STATS courses is somewhat more demanding (especially given the more specific courses required in the honours proposal.) But I hear what you're saying. We'd be open to debate on this requirement at the FSCC/Faculty Council level.*
- (3) *Yes, we will be advancing a BA honours, but it's a really quite confusing with the various committees and meeting schedules trying to do both at once. We'll do Science first, get it debugged, and then do Arts.*

Hi Greg

Glad to see a proposal for a math honours. I have just a few comments/questions:

1. My question is whether a one-credit supplemental course is sufficient to meet the honours requirement "An honours course, seminar, thesis, or project must be included as part of the above requirements". It might seem that the honours student could take the same classes as non-honours students with perhaps slightly different assignments in one course.
2. I think you will need to give the course a number, such as 499, because a) MATH 4XX already exists in Banner for transfer credit purposes (used for unassigned fourth year math) and b) the Course numbering policy states that upper level courses are to use numbers in the 300s – 400s .
3. For the corequisites for MATH "499", could you please state "one of MATH 438, 439, 440, 444, or 370". OReg will need to set up the specific list of courses in order to enforce corequisites and that would be necessary to ensure that the course is taken as a "supplement" to one of the other courses. If it can be used with other Math courses in future, they can be added as corequisite options.



Thanks for the opportunity for input.  
Elaine

Hi all,

Both Elaine and Rhonda have made some good points, which prompted me to come up with some other questions.

Is the number of credits to graduate with Honors Mathematics same as that for a Math major? It seems the additional UL Math credits for Honors can be incorporated in the 18 UL Math credits for the major.

Is there a required number of upper-level credits in the discipline for Honors degree? With the one-credit supplement course and three additional UL courses, the minimum number is 40. What is the residency requirement for the UL Math courses?

Perhaps the Supplement Math course can be developed into a three-credit one with a specific number to focus on seminar, thesis, or project.

MATH 370 is also listed as STAT 370.

Thanks for this learning opportunity.

Simon Xi

*Hi Elaine, Simon et. al. We contend that the requirements of the honours proposal meet the requirement of the honours framework both in letter and spirit:*

- *The framework requires “An honours course, seminar, thesis...” in our case as part of the requirement “of a concentration of nine upper level credits applicable to the major which are not mandatory in that program” The addition of the honours supplement to a required course effectively creates an honors level course. This is a very common strategy in other universities, in which undergraduate students and graduate students may attend the same lectures, with significantly more being required of the graduate students. The assignments are significantly different (not slightly different) and often involve independent work. We are adopting that strategy in our proposal.*
- *We can certainly adopt the nomenclature Math 499 and adjust the corequisites. We will modify the OCO.*  
**DONE**
- *To the question “Is the number of credits to graduate with Honors Mathematics same as that for a Math major?” Yes. The honours framework allow for two options: one the addition of 12 upper level credits to the major, or the “concentration of nine upper level credits...” I mentioned above. We’re taking the latter strategy. So the minimum number of upper level MATH credits an honours student could graduate with would be 31 (insofar as they meet the major requirements with the courses the honours proposal specifies, and take the 1 credit honours course.)*

*Thank-you for the helpful input,*



|                |            |
|----------------|------------|
| APPROVED BY    | Senate     |
| APPROVAL DATE  | 12-11-2002 |
| LAST AMENDMENT | 02-17-2012 |

---

**GENERAL FRAMEWORK FOR HONOURS DEGREES**

---

**PURPOSE**

To recognize UFV students who are capable of superior academic performance. An Honours designation will appear on both the transcript and the degree parchment for graduates of such a program.

---

**REQUIREMENTS**

1. Minimum CGPA of 3.33 (B+) required for admittance to an honours program. Departments may set a higher CGPA requirement.
2. Honours programs must contain additional academic requirements that correspond to a major as specified by the department, including either:
  - a) up to 12 additional upper-level credits, or
  - b) a concentration of at least nine upper-level credits applicable to the major which are not mandatory in that program.

An honours course, seminar, thesis, or project must be included as part of the above requirements. Students should be aware of the pre-requisites for the above criteria and plan accordingly.

3. Students who fail to meet the graduation requirements for an honours program, but do meet the requirement for the corresponding major, will be awarded a non-honours degree.
- 

**PROCESS**

Individual honours proposals will be approved by curriculum (or equivalent) committees prior to submission to UEC and Senate. The submission must include an indication of the additional resources required to run the program.



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** MATH 499

**Number of Credits:** 1 [Course credit policy \(105\)](#)

**Course Full Title:** Honours Supplement  
**Course Short Title:**

**Faculty:** Faculty of Science

**Department (or program if no department):** Mathematics and Statistics

### Calendar Description:

This course serves students in the Mathematics Honours program. It may be offered as a supplement to an upper-level MATH course. Topics and course description will vary.

**Note:** This course will be offered under different letter designations as the accompanying course varies, and may be repeated for credit provided the letter designation differs.

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

**Prerequisites (or NONE):** Admission to the BSc Mathematics Honours program.

**Corequisites (if applicable, or NONE):** The underlying course which this is supplementing (one of MATH 370, 438, 439, 440, or 444).

**Pre/corequisites (if applicable, or NONE):**

### Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

*Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

☐ Yes ☒ No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☒ No

To find out how this course transfers, see [bctransferguide.ca](http://bctransferguide.ca).

**Total Hours:** 15

### Typical structure of instructional hours:

|                                                |           |
|------------------------------------------------|-----------|
| Lecture hours                                  |           |
| Seminars/tutorials/workshops                   |           |
| Laboratory hours                               |           |
| Field experience hours                         |           |
| Experiential (practicum, internship, etc.)     |           |
| Online learning activities                     |           |
| Other contact hours: Student Directed Learning | 15        |
| <b>Total</b>                                   | <b>15</b> |

### Special Topics

Will the course be offered with different topics?

☒ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☒ Yes, no limit

*Note: The specific topic will be recorded when offered.*

**Maximum enrolment (for information only):** 6

**Expected frequency of course offerings**  
 (every semester, annually, etc.): Approx every 2 years

**Department / Program Head or Director:** Cynthia Loten/Greg Schlitt (acting) **Date approved:** March 4, 2013

**Campus-Wide Consultation (CWC)** **Date of posting:** Feb 7, 2014

**Faculty Council approval** **Date approved:** May 2, 2014

**Dean/Associate VP:** Lucy Lee **Date approved:** April 11, 2014

**Undergraduate Education Committee (UEC) approval** **Date of meeting:** May 23, 2014

**MATH 499**

**University of the Fraser Valley Official Undergraduate Course Outline**

Page 2 of 3

**Learning Outcomes**

*Will vary depending on course content. For example, if offered as a supplement to MATH 444:*

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

1. Give precise definitions of the different Tychonoff topological spaces; provide examples of such spaces; apply these spaces in different settings of topology.
2. Build examples and counterexamples to demonstrate topological properties.
3. Construct and present logical arguments (proofs) in the theories of normed linear spaces; provide key examples and counterexamples.
4. Demonstrate the techniques used in Baire category theory; use it to prove results (for example the existence of a continuous, nowhere differentiable function).
5. Complete a research project on an agreed topic under the direction of the instructor.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

*Will vary depending on course content. If offered as a supplement to MATH 444:*

Independent reading, completion of assignments in addition to those of MATH 444, a research project.

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

**Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)**

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>               | <u>Current Edition</u>   | <u>Publisher</u>           | <u>Year<br/>Published</u> |
|-------------------------------------|-----------------------------------------------------------|--------------------------|----------------------------|---------------------------|
| 1. V. Bryant                        | Metric Spaces                                             | <input type="checkbox"/> | Cambridge University Press | 1985                      |
| 2. TW Gamelin & RE Greene           | Introduction to Topology                                  | <input type="checkbox"/> | Dover                      | 1999                      |
| 3. S Lipschutz                      | Schaum's Outline of Theory & Problems of General Topology | <input type="checkbox"/> | McGraw-Hill                | 1965                      |
| 4. RB Reisel                        | Elementary Theory of Metric Spaces                        | <input type="checkbox"/> | Springer-Verlag            | 1983                      |
| 5. WA Sutherland                    | Introduction to Metric and Topological Spaces             | <input type="checkbox"/> | Oxford University Press    | 1975                      |

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

**Typical Evaluation Methods and Weighting**

|                |   |                   |     |                   |   |            |      |
|----------------|---|-------------------|-----|-------------------|---|------------|------|
| Final exam:    | % | Assignments:      | 40% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:         | %   | Field experience: | % | Shop work: | %    |
| Other:         | % | Research Project: | 60% | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Grading system:** Letter Grades: ☐ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

**Typical Course Content and Topics**

*Will vary depending on course content. If offered as a supplement to MATH 444:*

1. Normed linear spaces, examples such as  $l_p$  spaces.
2. Completeness, Banach spaces, Frechet derivative, Uniform Boundedness Theorem.
3. Equicontinuous functions, Arzela-Ascoli theorem.
4. Baire category theorem.
5.  $T_1$ ,  $T_2$ ,  $T_3$  and  $T_4$  spaces.
6. Homotopy and the Jordan curve theorem.

**MATH 499**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 3 of 3**

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

# MEMO



To: Campus Wide Consultation (CWC)  
 From: Karen Cooper, Academic Advisor, Science Advice Centre  
 Date: February 6, 2014  
 Re: BSc Entrance Requirement - addition of MATH 096 and MDPT score

## RATIONALE:

With the success of the new MATH 096 as offered by the Upgrading and University Preparation Department (UUP); we request the addition of MATH 096 (minimum grade of B) and MDPT (Math Department Pre-Calculus Test) score of 70% or higher as options for admissions to the BSc program. MATH 096 serves as equivalent to Pre-Calculus 12 and is an accelerated option to MATH 094 and 095. A MDPT score of 70% or higher meets the prerequisite for Math 111 and therefore we would like to include this as another option for meeting the math requirement for admissions to the BSc. Minor calendar changes are also included.

## CALENDAR CHANGES:

### Entrance requirements

1. B.C. secondary school graduation or equivalent, or completion of nine university-level credits with ~~Aa~~ minimum GPA of 2.0 in all university courses attempted ~~is required~~.

2. MATH requirement: ~~One~~ of:

- ~~(Pre-calculus 12 or Principles of Mathematics 12 with a minimum grade of B) or (~~
- ~~MATH 094/095 with a minimum average grade of B)~~
- ~~MATH 096 with a minimum grade of B or (~~
- ~~MDPT score of 70% or higher~~
- ~~MATH 110 with a minimum grade of C+) or (~~
- ~~MATH 111 with a minimum grade of C)~~

3. SCIENCE requirement: ~~One~~ course from ~~chosen from one of~~ the following disciplines, with a minimum grade of C+:

- Biology: Biology 12, BIO 093, or BIO 111
- Chemistry: Chemistry 12, CHEM 093 (previously offered), CHEM 110, or CHEM 113
- Geography: Geography 12, GEOG 101, ~~or~~ GEOG 102 or GEOG 103

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Comment [MS1]: As per  
Geography Change request at UEC  
on Dec. 13-2013

- Geology: Geology 12 or GEOG 116
- Physics: Physics 12, PHYS 093, PHYS 100, PHYS 101, PHYS 105, or PHYS 111

| 4. **ENGLISH requirement:** Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.

Attendance at a Bachelor of Science information session or personal interview with a science advisor is recommended.

Students who do not meet these requirements might consider the Science Studies [program path](#).

---

CWC COMMENTS: None



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

**MEMORANDUM**

**TO:** CWC Consultation

**FROM:** Karen Cooper, Academic Advisor, Science Advice Centre

**DATE:** January 31, 2014

**SUBJECT:** Changes to: Bachelor of Science – Honours/Major/Minor  
Declaration requirements

---

**RATIONALE:**

There are presently no specific requirements for declaration of Bachelor of Science majors and minors. In order to ensure the students are likely to be successful in the major/minor and as a means of enrollment management, we are proposing implementing requirements for declarations.

---

**CURRENT WORDING:**

**Declaration of honours, major, or minor**

Bachelor of Science students are required to formally declare a major/minor by the time they have completed 60 credits or they may be removed from the program. Students who are undecided should consult with a science advisor regarding their options.

---

**SUGGESTED WORDING:**

**Bachelor of Science declaration requirements for majors, or minors**

Students may formally declare Science major or minor if they meet the following:

- a minimum of 30 credits
- **plus;** a minimum 2.0 CGPA on all credits attempted
- **plus;** the declaration requirements of the specific subject discipline(s) (see below).

Bachelor of Science students are expected to declare a major or minor by the time they have completed 60 credits. In order to have access to discipline reserved seating, where applicable, students must be admitted to the BSc and be formally declared. Students who are undecided should consult with a science advisor regarding their options.

Please note that the number of students requesting entry into any Science honours, major, minor may exceed capacity. Departments reserve the right to



select competitively if necessary. UFV cannot guarantee available seats in required program courses.

**Specific Major and Minor Declaration Requirements**

BIOLOGY declaration requirements: Each of BIO 111; BIO 112; CHEM 113; CHEM 114; and one of MATH 111 or PHYS 105 or STAT 104 or STAT 106.

CHEMISTRY declaration requirements – Each of CHEM 114; MATH 112 or MATH 118; and PHYS 111

PHYSICAL GEOGRAPHY declaration requirements – Two of Physical Geography courses (GEOG 101, 102, 103, 116) and one of MATH 111, PHYS (101, 105, 111), BIO 111, CHEM 113, or STAT (104, 106 or 270)

MATH declaration requirements – C+ in MATH 112; or C+ in one of MATH 211, MATH 221, or MATH 255.

PHYSICS declaration requirements – PHYS 112 and a C in MATH 112

COMPUTING SCIENCE declaration requirements – Any two COMP courses

**Other degree programs** may declare a science major or minor by satisfying the Bachelor of Science declaration requirements of the major/minor listed above and with approval of their degree program.

**Bachelor of Science Declarations for Honours**

**Biology and Physical Geography Honours** declaration procedures and requirements are listed in the department section of the Academic Calendar.

**Physics Honours** will be awarded to students who declare the Physics Major and have also completed the Physics Honours requirements listed in the department section of the Academic Calendar.

---

**BUDGET IMPLICATIONS: NONE**

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**CWC COMMENTS:**

I have read this proposal and I have no concerns. I appreciate that each Science discipline has the specific course requirements listed out, which makes it very clear for students. Yes, hopefully, this will help with the enrolment management issues associated with the larger depts, as we are experiencing in Arts too.

Thanks, Rhonda Colwell

# MEMO



To: Amanda Grimson (for submission to UEC)  
From: Bruce Kirkley, Chair of the Theatre Major Program Working Group  
Date: May 14<sup>th</sup> 2014  
Re: Bachelor of Arts, Theatre Major

---

Please accept the following attachments as part of the submission to UEC: Bachelor of Arts, Theatre Major tracking form, calendar copy, full proposal, and appendices. The attachments are submitted on behalf of the Theatre Major Program Working Group.



Full Program Proposal

Bachelor of Arts, Theatre Major

**UNIVERSITY OF THE FRASER VALLEY**

Theatre  
College of Arts

Submitted to UFV Undergraduate Education Committee

Date: May 14<sup>th</sup> 2014

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Theatre Major PWG, submitted to UEC

(14/05/2014) 1

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**1. Executive Summary:*****An overview of the organization's history, mission and academic goals:***

The University of the Fraser Valley is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV's vision is to provide the best undergraduate education in Canada; be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and be innovative, entrepreneurial, and accountable in achieving our goals. (See "[Changing Lives, Building Community](#)," April 2010).

***Proposed credential to be awarded:***

Bachelor of Arts, Theatre Major

***Location:***

The Theatre department has facilities at UFV's CEP and Yale Road campuses in Chilliwack, British Columbia. Most classes are held at CEP and most activities related to the department's practicum courses and production season are carried out in the performance theatre on Yale Road. The department also offers courses in Abbotsford.

***Faculty offering the proposed new degree program:***

The Theatre Major will be housed within the College of Arts at the University of the Fraser Valley.

***Anticipated program start date:***

September 2015

***Anticipated completion time:***

Students will be able to complete a Bachelor of Arts, Theatre Major over eight semesters of full-time study, which normally takes 4 years.

***Summary of the proposed program:******Aims, goals and/or objectives of the proposed program:***

The primary goal of the Theatre Major will be to integrate theatre studies, research and practice to ensure graduates have a strong foundation in theatre and are well-rounded in the discipline. Students will investigate how creative practice informs, and is informed by, an understanding of the history and theory of theatre, and will develop a high standard of competence in the practical,

technical and collaborative aspects of theatre. Students will also have opportunities to study the interdisciplinary relationship and applicability of theatre to other media (i.e. film, video, digital media) and other areas of artistic and creative practice (i.e. visual arts, playwriting, fashion design). The program will prepare students to think critically, approach problems creatively, work collaboratively, and develop innovative solutions: skills that are essential for meaningful employment in the present and future economy of British Columbia.

With the recent implementation of a Bachelor of Fine Arts at UFV, and the development of a proposed new Bachelor of Media Arts, the Theatre Major will significantly enhance UFV's strengths in the creative and performing arts. For students seeking employment in the creative arts or entrance to graduate schools, a Major is required. To recruit and retain students and to ensure their program of studies has credibility with the wider academic and professional community, the Major is essential.

**Anticipated contribution to the mandate and strategic plan of the institution:**

The Theatre Major will contribute meaningfully to UFV's mandate as a teaching-centered, regional university by offering a program that provides active learning opportunities for students and allows them to pursue their academic and career interests within the Fraser Valley region. The Theatre Major will significantly enhance and contribute to all three strategic goals identified in UFV's current Strategic Plan:

1. To provide the best undergraduate education in Canada.

The UFV Theatre Major has been developed as the result of a rigorous program review, and informed by a thorough study of Theatre Major programs provincially, nationally, and internationally. The Major will play an important role in preparing students to meet the challenges of an increasingly complex, interdisciplinary world, by giving students meaningful opportunities to apply interdisciplinary knowledge and skills while working collaboratively on creative projects. The program will foster critical-thinking, leadership and practical skills through courses and practicums in which students learn to think on their feet, read social situations accurately, respond to others constructively, and develop effective presentation skills. Courses in cultural history and theory will provide clear contexts for understanding citizenship responsibilities locally and globally. Students will learn to engage with communities through performance events that instill an active practice in responsible citizenship, and develop a sense of professionalism, responsibility and confidence. Upper level capstone courses will give students valuable governance, decision-making and leadership skills as directors, dramaturges, designers, and stage managers. The Theatre Major will also enhance the department's ability to offer meaningful cultural experiences for all members of the university community, as well as the wider communities of the Fraser Valley, thus helping to nurture the university's goal to provide an inclusive environment that embraces diversity, supports cross-cultural exchange, and offers vibrant campus experiences. Based on feedback from students over the 35 years of the department's history, the study and practice of theatre clearly instills a lifelong passion and capacity for learning. The Theatre Major will give students the skill to integrate academic and

kinesthetic learning, develop social and collaborative intelligence, and value diverse perspectives and ways of knowing.

2. To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley.

The Theatre Major will enable the department to build on the considerable success in social and cultural development the department has already achieved. The creative skills and energies of Theatre graduates are evident throughout the region, with former and current students initiating and/or contributing substantially to a range of cultural organizations, including the Harrison Festival of the Arts, Gallery 7 Theatre, Chilliwack School of Performing Arts, Secondary Characters, Theatre Junkies Anonymous, Coup D'Etat Theatre, Creative Outlet, and the Chilliwack Players Guild. The Major will help to strengthen existing relationships and partnerships with the above, as well as with the Reach Gallery, the Sto:lo Nation and Sto:lo Research and Resource Management Centre, the Chilliwack Cultural Centre, and the Abbotsford and Chilliwack Arts Councils. These valuable community partnerships not only provide important employment opportunities for students, they also contribute positively to creating the vibrant cultural life that retains and attracts people of all ages and walks of life to generate economic activity throughout the region.

3. To be innovative, entrepreneurial, and accountable in achieving our goals.

In developing the Theatre Major, the department has paid close attention to the university's intention to be innovative, entrepreneurial and accountable in achieving its goals. The program of studies for the Theatre Major is closely linked to the department's annual season of theatre, thus creating a "real world" business model that allows students to participate first hand in the realities of a commercial enterprise. All revenues from ticket sales, fund-raising and other sources related to the department's production season are reinvested in the educational activities of the program. To ensure accountability, the department has undertaken an extensive study of learning outcomes for the program, and ensured these are aligned with the larger institutional learning outcomes. The composition and organization of courses for the Theatre Major have been carefully structured to ensure all students will graduate having successfully demonstrated a high level of proficiency in all the learning outcomes essential to become productive, engaged, and environmentally-responsible contributors to the social, cultural, and economic life of British Columbia.

**Linkages between learning outcomes and curriculum design:**

Over the last two years, the Theatre Department has developed program learning outcomes, has aligned these with UFV's broader institutional learning outcomes, and is now aligning individual course outcomes to program and institutional outcomes (see Appendix 1). Through this process, the department has determined where and how the knowledge, skills and methodologies applicable to the study and practice of theatre are achieved across the curriculum. The design of the Major has been informed by a clear knowledge of how different courses integrate and build on learning

outcomes achieved through each year of the program and ensures students acquire the depth and breadth of knowledge, skills and methods they need to work successfully in the discipline.

No work experience or work place term is required as part of the Theatre Major; however, students do participate in practicum courses directly related to the department's season of theatre, which provides valuable employment-related skills and experience.

**Potential area/sectors of employment for graduates and/or opportunities for further study:**

The UFV Theatre Major will contribute positively to providing the post-secondary training needed to ensure healthy creative industries in BC. *Work BC* projections show that job openings in the creative and performing arts will see positive growth in the next decade (22,500 jobs), especially in the Lower Mainland region of the province (see Program Consultation and Appendix 2 for details). The UFV Theatre Major will provide graduates with the education and training needed to pursue rewarding careers as actors, directors, producers, designers and arts managers.

Careers in teaching are another area of future job prospects in British Columbia, and many UFV theatre students are looking for a Theatre Major because they plan to pursue careers as elementary and secondary school teachers. *Work BC* data reports 24,000 job openings for teachers in the province over the next decade, with 15,200 of these in the Lower Mainland region alone (see Program Consultation and Appendix 2 for details).

The study and practice of theatre develops several key employability skills identified in prominent employment studies. The transferable team-building, listening, and leadership skills practiced in theatre will serve a wide range of workers in fields such as business, marketing, communications, and health care who need presentation, teamwork and management skills. The Theatre Major will provide a highly effective and stimulating educational instrument that will contribute to developing essential workplace skills prized by employers in all occupations.

Recent medical studies have demonstrated that participation in various forms of creative arts is important to people's health and well-being (see Program Consultation and Appendix 2 for details). Given the realities of an aging population, the demand for classes, programs and activities in the creative arts will likely increase significantly in the years ahead. These trends strongly suggest the potential for the creation of new job opportunities in education and business, as well as an increase in the number of mature students registering for the program.

Students who have completed the Bachelor of Arts, Theatre Major will have the credential needed to pursue graduate degree programs in Theatre and Performance, or related fields such as Media Arts, Film, English, Education, or Visual Arts and Design, at post-secondary programs across Canada and throughout the world.



**Delivery methods:**

Delivery methods in the Theatre Major will include lectures, class and small group discussions, seminars, student presentations and performances, attendance at theatrical performances, participation in coaching sessions, workshops, and practicum experiences.

**Program strengths:**

The primary strength of the proposed Theatre Major is its integration of the academic study of theatre with the creative practice of theatre. The Theatre Major provides students with a comprehensive education in theoretical, literary and historical aspects of performance, as well as in creative practice and theatrical production. The sequencing of courses and requirements builds a well-rounded foundation of knowledge and skills in lower-level classes in acting, theatre studies, and technical theatre and through applied practicum experiences. This foundation prepares students to investigate the relationships between theatre studies and creative practice in more specialized, research-based upper-level courses, strengthening students' abilities to integrate theory and practice when conceptualizing and creating performances, whether as actors, directors, designers, or managers of production teams. Graduates of the Theatre Major will have the skills that employers—both inside and outside of the fine arts—demand: they will be able to communicate effectively with diverse audiences; apply research in academic and professional contexts; collaborate effectively as part of a team; plan and manage projects; and engage in creative problem solving.

The Theatre Major will also benefit from strong relationships with other academic units at UFV. The department currently offers a minor and extended minor as part of the university's BA and BFA programs, and has been an active participant in the development of the BFA and the proposed Bachelor of Media Arts degree. These interdisciplinary initiatives have forged a productive culture of collaboration between Theatre, Communications, Computer Information Systems, English, Fashion Design, Media and Communications Studies, and Visual Arts. The future development of the Theatre Major will draw on this interdisciplinary cooperation to give Theatre students opportunities to collaborate with students and faculty from other disciplines, and to share knowledge and skills with related areas of study.

**Overview of the level of support and recognition from other post-secondary institutions:**

There is strong support for this proposal. The department recently completed a program review in 2012 that demonstrated significant demand for a Major from theatre students. The External Review committee for the program review strongly recommended that the department has the maturity and the resources needed to offer a successful Theatre Major at UFV.

**Related programs in the institution or other British Columbia post-secondary institutions:**

The Theatre Major has been designed as a broadly based Bachelor of Arts program that seeks to expose students to a wide range of theatre studies and practice. The Major will offer opportunities to study more upper-level courses than the existing Theatre Diploma, Minor, and Extended Minor

provide, thus allowing a more seamless integration of theoretical knowledge and performance. The emphasis on performance clearly distinguishes the Theatre Major from UFV's English Major – Drama Concentration, which focuses more on literary approaches to drama. The emphasis on breadth distinguishes the BA Theatre Major from a BFA major at UFV, which requires significantly greater depth and breadth at the upper-levels, especially in the development of skills in creative practice. Similarly, the Media and Performance concentration in the proposed Bachelor of Media Arts will focus primarily on the integration of performance in digital and interactive media environments, whereas the BA Theatre Major places greater emphasis on live performance.

Students cannot currently achieve a Major in Theatre at a public university in the Fraser Valley. The only option available in the local region is the privately funded Christian university, Trinity Western. Beyond this, the only other public universities in British Columbia that offer a Theatre Major as part of a Bachelor of Arts degree are: UBC Vancouver, the University of Victoria, and Thompson Rivers University. The proposed UFV Theatre Major curriculum and requirements (24 lower level and 28 upper level credits in theatre) compare closely to those of Thompson Rivers University (24 lower level and 30 upper level credits in theatre), a program that also aims to give students a well-rounded foundation in theatre. The UBC Theatre Major requires fewer credits in theatre at the lower level, although roughly the same at the upper level (12 lower level and 30 upper level credits), with the upper level courses strongly oriented towards the academic study of theatre (18 of the 30 upper level credits must be in theatre studies). Students at UBC Vancouver also have the option to apply for BFA Majors in Acting or Theatre Design and Production, which require a total of 72 and 60 theatre credits respectively. The University of Victoria offers a BA Honours in Theatre History. This program focuses heavily on theatre studies, requiring 15 units (equivalent to 30 UFV credits) of upper-level theatre history courses.

Several other BC universities offer Majors programs focusing on specialized areas of Theatre as part of a Bachelor of Fine Arts degree: University of Victoria, Simon Fraser University, and UBC Okanagan. There is also a Bachelor of Performing Arts program offered jointly by Capilano University, Douglas College, Langara College and Vancouver Community College. As is appropriate to the BFA credential, these programs require students to specialize in performance or production/design, whereas the UFV Theatre Major focuses on providing a well-rounded integration of theatre studies and creative practice.

All these programs require students to leave the Fraser Valley to complete their education. Their location in Vancouver or beyond means students must either commute long distances daily or relocate, making the cost of pursuing a Theatre Major prohibitive for many local students. UFV is the closest public university for the roughly 800,000 residents and rapidly growing population of Surrey, Langley, Abbotsford, Aldergrove, Mission, Maple Ridge, Chilliwack and Hope.

Please see Appendix 3 for related programs in British Columbia and Canada.

***Members of the program working group:***

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|                      |                                              |                                                                          |
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The primary contact person for the proposed Bachelor of Arts, Major in Theatre is Dr. Bruce Kirkley, Associate Professor and Theatre Department Head ([bruce.kirkley@ufv.ca](mailto:bruce.kirkley@ufv.ca); 604-702-2613)

## **2. Degree Level Standard**

### **2.1 Depth and Breadth of Knowledge**

The UFV Theatre Major is situated strategically between a broadly based liberal arts program and more specialized BFA programs, and has been designed to give students a balanced foundational program that develops and integrates knowledge and skills in both the study and creative practice of theatre.

The structure of lower level requirements for the Major ensures students have developed sufficient breadth at an introductory and sophomore level in four key areas: theatre studies; acting and performance; technical theatre and design; and creative practice, via practicum courses that provide opportunities for students to apply knowledge and skills through active participation in theatre productions.

Upper level courses provide opportunities for students to develop more in-depth knowledge in specialized areas of theatre studies and practice. Third and fourth year courses in theatre studies allow students to investigate specific areas of interest, while also engaging critical thinking and analytical skills in the evaluation and interpretation of theatrical genres, movements, performances and texts. Upper level creative practice courses in acting, playmaking, design and direction give students in-depth exposure to more advanced skills and techniques, as well as opportunities to apply, compare and evaluate alternate creative approaches. To ensure a reasonable balance between theatre studies and creative practice at the upper level, all students in the Major will complete a minimum of 4 credits in each area, as well as a fourth year course in contemporary theories of theatre and performance, and a fourth year capstone course that requires them to engage in an independent research and/or creative practice project at an advanced level.

### **2.2 Knowledge of Methodologies and Research**

The structure of the Major has been designed with an informed awareness of how learning outcomes build through each year of the program to ensure students acquire the knowledge of skills and methods in research and creative practice that they will need to work successfully in the discipline.

By moving through core theatre studies courses (101, 203, 204, 301/305/306/307, 401), students develop the research skills necessary for liberal arts research. In these courses, students are first familiarized with library resources and MLA style in THEA 101; then learn how to develop research questions, evaluate primary and secondary sources, and summarize scholarly arguments in THEA 203 and 204; then synthesize primary and secondary sources to write research essays in 300 level courses; and finally apply research skills to the investigation of a theoretical question and present research in a public colloquium in THEA 401.

Creative practice and practicum courses provide students with the opportunity to apply research skills to theatrical performance and production. In core acting classes and in acting roles in practicum productions, students conduct historical and social research to explore characters, informing how they portray characters on stage. Students who take technical theatre or who work backstage as technicians learn how to conduct research to solve problems arising from theatrical production needs. THEA 370 and practicum experiences in design require students to conduct historical and aesthetic research, using both primary and secondary sources, in order to create innovative set, costume, lighting, and sound designs. Playmaking and directing courses allow students to apply knowledge gained from research to write and direct original theatre pieces.

### **2.3 Application of Knowledge**

Through a program of studies that combines theory and practice, the Theatre Major will give students the ability to integrate academic and practice-based approaches to problem-solving and creative work. The requirements for the Major are designed to foster critical-thinking, leadership and practical skills with courses and practicum activities that provide a range of opportunities for students to apply concepts and techniques, undertake informed evaluation and critique of creative work and theoretical approaches, and make sound judgments based on an understanding of major concepts, methods and techniques.

Upper level theatre studies courses focus on critical reasoning and analysis of important contemporary and historical movements, theories, genres and styles of theatre and performance. Students are encouraged to apply major concepts, principles, and techniques of analysis as they investigate significant trends and issues in theatre, and also situate and appreciate their position and connectedness within larger interdisciplinary contexts. Assignments and projects are designed to foster sound research and evaluation skills, initiate productive lines of inquiry, frame well-reasoned and well-supported arguments, and formulate effective solutions.

Creative practice courses in the upper levels give students the ability to investigate and employ a range of methods and approaches to the creation of live and recorded performances. Assignments and projects are designed to engage students in the application of knowledge and skills in the creative process, and to employ the tools of self, group and external critique constructively to develop a deeper understanding of their process, and improve the quality and range of their work. By focusing on practice-based learning activities, students will strengthen their abilities to think on their feet, to read social situations accurately and respond constructively, and to participate

effectively in collaborative creative teamwork.

#### **2.4 Communication Skills**

Effective and meaningful communication is the heart of theatre, especially through the cultivation of heightened verbal and kinesthetic presentational skills. Students in the Theatre Major will develop advanced writing and reading skills in both academic and creative practice courses, employing a diverse range of writing forms, including self-reflective journals and critiques, creative writing, critical reviews and analyses, creative project reports and proposals, and comprehensive research papers. Students will learn to read and observe perceptively a diverse range of both print and performance texts, across a wide variety of historical periods and world cultures. Beyond this, all the courses in the Major give students enriched opportunities to develop advanced skills and confidence in oral communication, public speaking, and performance. Training in acting and voice develops advanced listening and presentational competencies, while participation in the practicum and capstone courses sharpens students' awareness of how to engage and hold an audience.

#### **2.5 Awareness of Limits of Knowledge**

Students are introduced to the concept of differing points of view very early on in their study of theatre. Indeed, investigations into the differences in creative approaches, critical theories, cultural traditions, social norms and value systems are fundamental to the entire enterprise of theatre and drama. Evidence of the limits of human knowledge, and the yearning to transcend such limitations, is embedded in virtually every dramatic or theatrical work ever created. By its very nature, theatre is an imperfect art form, and recognition of the need to work continuously on process and practice in order to improve and maintain one's craft is a core understanding required of all students. Every course in theatre practice instills this awareness, while also providing support and encouragement to continue working for tangible improvements and accomplishments. Courses in theatre studies reveal the range and wonder of a vast panoply of creative accomplishments in the performing arts across history and around the globe, through which students gain sufficient knowledge and insight to whet the appetite, but not sate it. The fourth year course in contemporary theory, required of all Theatre Majors, exposes students to diverse theoretical perspectives, and encourages them to investigate how the application of different theoretical approaches can generate contrasting conclusions, challenge assumptions, and open new lines of inquiry.

#### **2.6 Professional Capacity/Autonomy**

Through upper level capstone and practicum courses, the Theatre Major will give students a framework for developing and honing valuable governance, decision-making and leadership skills as directors, designers, and stage managers. Upper level courses in cultural history and theory will provide clear contexts for understanding citizenship responsibilities, both locally and globally. Students will also learn to engage with the wider community through performance events and activities that instill an active practice in responsible citizenship. The program of studies provides a range of opportunities for students to demonstrate their achievements in research and creative

practice via public presentations, seminars and colloquia, which develop a sense of professionalism, responsibility and confidence.

### **3. Credential Recognition and Nomenclature**

The major in Theatre is a common, well-recognized credential within the Bachelor's degree in most major universities in North America. The curriculum and content of the UFV program is similar to that of many other Theatre majors offered in Bachelor of Art degrees in North America. UFV already successfully offers a minor and extended minor in Theatre, as well as diploma and Associate of Arts programs in Theatre. Graduates of these programs have gone on to pursue more specialized BFA and graduate programs, and/or have successfully obtained employment directly related to their proficiency in Theatre.

### **4. Curriculum/Program Content**

#### **Program Structure and Length**

In addition to the general requirements of the [UFV Bachelor of Arts](#), the Major in Theatre will require students to complete a minimum of 56 theatre credits, including 18 lower level credits (a total of six 100/200 level theatre courses), 6 credits of practicum, and 32 upper level credits (a total of seven 300/400 level courses).

In the lower levels of the program, courses are designed to provide students with foundational knowledge and skills in the key areas of theatre studies. Practicum courses ensure all students have a solid grounding in the technical and artistic skills needed for creative practice. In the upper levels, courses are structured to deepen and broaden students' understanding of the relationships between creative practice and the study of theatre history and theory. Upper level courses will expose students to specific areas of study and/or practice, such as: Advanced Acting, Professional Practice, Theatre History, Devised Theatre, Stage Design, Theories of Theatre, and Directing.

#### **Student Evaluation**

Students will be expected to complete a range of assignments and activities to demonstrate that they have successfully met learning outcomes. Assignments will include essays, seminars, critiques, and reviews, monologue and scene projects, technical and design projects, and production related practicum projects. Students will also need to complete at least one upper level capstone course involving a substantial portion of guided independent work, specifically: THEA 451 Directing II, THEA 490 Directed Studies in Theatre, or THEA 499 Advanced Practicum.

**Core and Prerequisite Courses**

To obtain the Bachelor of Arts, Major in Theatre, students will need to fulfill the following requirements in addition to the general requirements of the UFV Bachelor of Arts degree:

**Lower-Level Requirements: 18 Theatre credits**

| Course                                                                                                                                                              | Title                                           | Prerequisite                                                                                                         | Credits   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------|
| <b>9 credits: lower-level theatre studies</b>                                                                                                                       |                                                 |                                                                                                                      | <b>9</b>  |
| <a href="#">THEA 101</a>                                                                                                                                            | Introduction to Theatre                         | None                                                                                                                 | 3         |
| <a href="#">THEA 203</a>                                                                                                                                            | History of Theatre and Drama: Antiquity to 1642 | THEA 101 and one 100-level English course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher | 3         |
| <a href="#">THEA 204</a>                                                                                                                                            | History of Theatre and Drama: 1642 to 1914      | THEA 101 and one 100-level English course, ENGL 105 or higher; OR any two 100-level ENGL courses, ENGL 105 or higher | 3         |
| <b>9 credits: lower-level creative practice</b>                                                                                                                     |                                                 |                                                                                                                      | <b>9</b>  |
| <b>3 credits: acting</b>                                                                                                                                            |                                                 |                                                                                                                      | <b>3</b>  |
| <b>ONE OF:</b>                                                                                                                                                      |                                                 |                                                                                                                      |           |
| <a href="#">THEA 111</a>                                                                                                                                            | Introduction to Acting                          | None                                                                                                                 | 3         |
| <a href="#">THEA 112</a>                                                                                                                                            | Essentials of Acting                            | THEA 111 with a minimum grade of B; or audition                                                                      | 3         |
| <a href="#">THEA 250</a>                                                                                                                                            | Introduction to Storytelling                    | None                                                                                                                 | 3         |
| <b>3 credits: technical theatre</b>                                                                                                                                 |                                                 |                                                                                                                      | <b>3</b>  |
| <b>ONE OF:</b>                                                                                                                                                      |                                                 |                                                                                                                      |           |
| <a href="#">THEA 121</a>                                                                                                                                            | Technical Theatre I                             | None                                                                                                                 | 3         |
| <a href="#">THEA 123</a>                                                                                                                                            | Technical Theatre II                            | None                                                                                                                 | 3         |
| <a href="#">THEA 220</a>                                                                                                                                            | Stage Management for Live Events                | One of the following: THEA 121, THEA 123, nine lower-level credits in Theatre, or 30 university-level credits        | 3         |
| <b>3 credits: 200-level creative practice</b>                                                                                                                       |                                                 |                                                                                                                      | <b>3</b>  |
| Any 200 level creative practice course (THEA <a href="#">211</a> , <a href="#">215</a> , <a href="#">220*</a> , <a href="#">250*</a> , 290**, <a href="#">295</a> ) |                                                 |                                                                                                                      | 3         |
| *if not taken to fulfill the technical theatre or acting requirement above                                                                                          |                                                 |                                                                                                                      |           |
| <b>Minimum total lower-level credits in Theatre</b>                                                                                                                 |                                                 |                                                                                                                      | <b>18</b> |

**Practicum Requirements: 6 credits**

| Course                                            | Title                        | Prerequisite                            | Credits  |
|---------------------------------------------------|------------------------------|-----------------------------------------|----------|
| <b>6 credits of practicum</b>                     |                              |                                         | <b>6</b> |
| <a href="#">THEA 199</a>                          | Technical Theatre Practicum  | Enrolment only by department permission | 3        |
| <a href="#">THEA 299</a>                          | Theatre Production Practicum | THEA 199 and department permission      | 3        |
| <b>Minimum total practicum credits in Theatre</b> |                              |                                         | <b>6</b> |

**Upper-Level Required Courses: 32 Theatre credits**

| Course                                              | Title                                             | Prerequisite                                                                                                                     | Credits   |
|-----------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>4 credits: upper-level theatre studies</b>       |                                                   |                                                                                                                                  | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |                                                                                                                                  |           |
| THEA <a href="#">301</a>                            | History of Theatre and Drama: 1914 to the Present | THEA 203 and THEA 204; or one of THEA 203 or THEA 204, plus one 200-level course in English; or two 200-level courses in English | 4         |
| THEA <a href="#">305</a>                            | Theatre for Young Audiences                       | THEA 101 and completion of 45 university level credits                                                                           | 4         |
| THEA <a href="#">306</a>                            | History of Musical Theatre                        | One of the following: THEA 203, THEA 204, or 45 university-level credits                                                         | 4         |
| THEA <a href="#">307</a>                            | World Theatre                                     | THEA 101 or completion of 45 university level credits                                                                            | 4         |
| THEA <a href="#">360</a>                            | Special Topics in Theatre Studies                 | One of the following: THEA 203/ENGL 233, THEA 204/ENGL 234, or 45 university-level credits                                       | 4         |
| <b>4 credits: upper-level creative practice</b>     |                                                   |                                                                                                                                  | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |                                                                                                                                  |           |
| THEA 311**                                          | Acting for the Camera                             | THEA 211, or THEA 215, or both THEA 112 and THEA 250                                                                             | 4         |
| THEA 312**                                          | Character and Scene Study II                      | THEA 211, or THEA 215, or both THEA 112 and THEA 250                                                                             | 4         |
| THEA <a href="#">315</a>                            | Voice and Body II                                 | THEA 211 and THEA 215                                                                                                            | 4         |
| THEA <a href="#">316</a>                            | Special Topics in Acting and Performance          | Six credits from THEA 211, THEA 212, THEA 215 or THEA 250                                                                        | 4         |
| THEA 352**                                          | Playmaking I                                      | THEA 211, or THEA 215, or both THEA 112 and THEA 250, or 45 university-level credits                                             | 4         |
| THEA <a href="#">370</a>                            | Design for the Theatre                            | THEA 101, THEA 121, and THEA 123                                                                                                 | 4         |
| THEA <a href="#">399</a>                            | Intermediate Practicum in Theatre                 | THEA 199 and 299. Admission only by department permission.                                                                       | 4         |
| THEA <a href="#">450</a>                            | Directing I                                       | (THEA 211, or THEA 215, or both THEA 112 and THEA 250), and (THEA 299), and (12 additional THEA credits)                         | 4         |
| <b>4 credits: theory requirement</b>                |                                                   |                                                                                                                                  | <b>4</b>  |
| THEA <a href="#">401</a>                            | Contemporary Theories of Theatre and Performance  | THEA 203 or THEA 204, and one 300-level THEA course; or any two 300-level courses in English or Theatre                          | 4         |
| <b>4 credits: capstone requirement</b>              |                                                   |                                                                                                                                  | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |                                                                                                                                  |           |
| THEA <a href="#">451</a>                            | Directing II                                      | THEA 450                                                                                                                         | 4         |
| THEA <a href="#">490</a>                            | Directed Studies in Theatre                       | 33 credits of Theatre                                                                                                            | 4         |
| THEA <a href="#">499</a>                            | Advanced Practicum in Theatre                     | THEA 399. Admission only by department permission.                                                                               | 4         |
| <b>16 credits: upper-level Theatre electives</b>    |                                                   |                                                                                                                                  | <b>16</b> |
| Any 300/400 level theatre courses                   |                                                   |                                                                                                                                  | 16        |
| <b>Minimum total upper-level credits in Theatre</b> |                                                   |                                                                                                                                  | <b>32</b> |
| <b>Total credits for Theatre Major</b>              |                                                   |                                                                                                                                  | <b>56</b> |

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Note 1: The prerequisite for THEA 112 is THEA 111 with a B, or audition. Students with previous training or experience in acting may audition for direct admission to THEA 112. Please refer to the Theatre website for information on audition dates and guidelines.

Note 2: Students may use only six credits of lower level practicum courses, and eight credits of upper level practicum courses toward meeting the requirements for the Theatre Major. Students may use up to three additional lower-level practicum credits to meet BA electives.

**\*\*Note:** Course numbers without links to course outlines are currently being revised or have undergone recent revision and have yet to be posted on the UFV Academic Calendar. Please see Appendix 10 to review these course outlines with revisions. Hyperlinks will be updated when course outlines are updated on the UFV Academic Calendar.

### **5. Learning Methodologies/Program Delivery**

The UFV Theatre Major will provide students with a strong foundation in the study and practice of theatre through a program designed to integrate theatre studies and practice both in the classroom and the studio. Graduates will have a sound knowledge of the discipline in both breadth and depth. They will know where and how to continue the study, practice, and application of theatre in both work-related and educational contexts. Students will develop their knowledge of critical and practical methodologies by attaining a high standard of competence in the practical aspects of theatre, and thoroughly investigating how creative practice becomes more deeply informed through an understanding of the history and theory of theatre. Additionally, through linkages with other departments and programs at UFV, the Theatre Major will provide students with an appreciation of the relationship and applicability of theatre to practice and theory in other media (i.e. film, digital media) and other areas of artistic and creative practice (i.e. visual arts, playwriting, fashion design).

The program of study has been designed to provide progressive development of students' knowledge and skills in both the study and practice of theatre. Students will apply, test and expand their understanding and competence through a range of progressively more challenging classroom activities and assignments, as well as through involvement in the department's practicum courses, which provide a dynamic, "hands-on" learning environment. The practicum courses are the foundation of the department's season of theatre and provide multiple opportunities for students to learn and develop their creative practice and technical competence, as well as deepen their understanding of how research informs practice.

The Major will also contribute to UFV's goal of Indigenizing the academy in several ways: through the inclusion of Indigenous curriculum content in courses, most notably in THEA 250 but also in the official course outlines for THEA 203, 204, 301, and 305; through pedagogical practices that recognize the diversity of Aboriginal learners by allowing students to demonstrate their knowledge and skills in a range of ways; through an ongoing partnership with the Sto:lo Research and Resource Management Centre, which includes annual co-productions and work-study opportunities for Theatre students; and through the inclusion of works by Indigenous playwrights as part of the

production season, most recently in 2013.

## **6. Admission and Transfer/Residency**

### ***Admission Requirements***

Students who have met the entrance requirements for the UFV Bachelor of Arts will be able to enter the UFV Theatre Major after completion of at least 30 university level credits with a minimum 2.0 CGPA on all credits attempted. Students must declare their intention to enroll in the Theatre Major by the time they have completed 60 university-level credits. Students must have earned a minimum grade of C on each of three required courses for the Theatre Major. For students with little or no background in theatre, the department offers a number of first year courses that introduce students to theatre studies and practice. There are also opportunities for students who have already acquired some training in theatre to audition or interview for entrance into courses at a level appropriate to their background and abilities.

Requirements for general admissions to UFV may be found in the online calendar at:

[http://www.ufv.ca/calendar/winter-summer-2014/ProgramsA-B/ARTS\\_BA.htm](http://www.ufv.ca/calendar/winter-summer-2014/ProgramsA-B/ARTS_BA.htm)

Applicants must satisfy the English Language Proficiency Requirement. Please see the [English Language Proficiency Requirement Policy \(99\)](#).

### ***Bachelor of Arts General Requirements***

In the course of their studies, students must complete the general requirements (breadth, writing, reasoning, lab science, humanities and social science requirements) for the UFV Bachelor of Arts Degree. Full details of requirements for the UFV Bachelor of Arts can be found [here](#).

### ***Transfer Credits***

Many credit courses offered at recognized post-secondary institutions have been evaluated for equivalency by UFV. The UFV Admissions and Records office maintains a list of transfer credits agreements. Transfer credit arrangements for first and second year courses, and some upper-level courses, in B.C. Institutions are published in the B.C. Transfer Guide, available at <http://www.bctransferguide.ca/>. Transfer credit would be evaluated based on existing BCCAT agreements and in accordance with UFV's policy on transfer credit. For details see the [Transfer Credit Policy \(107\)](#)

For students wishing to ladder, all UFV Theatre Diploma course credits can be counted toward the Theatre Major. For details on the diploma program, see: [http://www.ufv.ca/calendar/fall-2014/ProgramsR-Z/THEA\\_DIP.htm](http://www.ufv.ca/calendar/fall-2014/ProgramsR-Z/THEA_DIP.htm)

***Prior Learning Assessment Credit (PLAR)***

UFV's Prior Learning Assessment and Recognition can take one of two forms: course challenge or portfolio assessment. In the Theatre department, students need to demonstrate that they have successfully met the learning outcomes of the course through a portfolio assessment. This usually involves some combination of portfolio review, audition and/or interview, depending on the course. Final grades and credits obtained through challenge are recorded on the student's transcript. For details see the [Prior Learning Assessment and Recognition Policy \(94\)](#)

***Residency Requirements***

To obtain a Bachelor of Arts, Major in Theatre at UFV, a minimum of 15 upper-level credits in Theatre, and a minimum of 30 upper-level credits overall must be completed at UFV. Out of the BA overall total of 120 credits, 60 credits must be completed at UFV. Please see the [Residency requirements](#) for the UFV Bachelor of Arts degree for more information.

**7. Faculty**

There are three regular faculty members in the Theatre department: two hold PhD's, and one holds an MFA combined with significant professional experience. The minimum qualifications for full-time faculty are either a PhD in Theatre, or an MFA with significant professional experience. The current full-time faculty are: Heather Davis-Fisch, Assistant Professor; Ian Fenwick, Associate Professor; and Bruce Kirkley, Associate Professor. The department currently has a search underway to hire a fourth tenure-stream faculty member with expertise in theatre design and production. Faculty from related areas such as English and Media and Communication Studies, who have expertise in specific areas of drama and theatre, occasionally teach courses for the program as well. The department also employs several sessional Faculty with expertise in specialized areas of theatre studies and practice. The minimum qualification for part-time faculty is an MFA or equivalent professional experience in Theatre, with an MFA or PhD and professional experience preferred. Current faculty are sufficient to run the proposed Theatre Major. (See Appendix 4 for Faculty Curricula Vitae)

**8. Program Resources*****Enrollment Plan for the Bachelor of Arts, Theatre Major***

Enrollment Plan for first four years:

In year 1, an estimated 25 students are expected to declare for the Theatre Major. Most will be students currently enrolled in the Theatre diploma, minor or extended minor, and they will be given reserved seats in the upper level courses.

In year 2, any qualified student will be admitted. Seats will be reserved for major students first, extended minor students second, and minor students third. If the number of applicants to the

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program exceeds the number of seats available, a competitive entry process will be created for applicants in year 3, restricting total enrolment to the number of seats available.

**Facilities**

The Theatre department currently enjoys excellent classroom, studio, office, workshop and support spaces. The Chilliwack Yale Road campus houses a performance theatre designed for teaching and learning, and boasts a thrust stage, 206 seat auditorium, well equipped lighting, sound and projection systems, overhead catwalks, control booths, a set of stage traps, and a backstage communications system. This facility also includes a studio space for classes and smaller performances, a seminar room, scenery and wardrobe workshops, props shop, dressing rooms, green room, theatre storage, box office, lobby with concessions and coat-check, and theatre offices for faculty and staff.

UFV's Canada Education Park campus in south Chilliwack includes a new black-box studio theatre designed for classes and small scale performances. This studio is equipped with flexible seating for 80 to 100 people, a flexible lighting and sound system, two small dressing rooms and a storage area. The department also has offices at the CEP campus, and makes use of the excellent classroom facilities available on the CEP and Abbotsford campuses.

Current campus planning proposes moving the Theatre program to the Abbotsford campus within the next five years, given the university's need to sell the Yale Road campus in Chilliwack. UFV plans to build a new performance facility as part of the Centre for Teaching, Innovation and Performance in Abbotsford. This is the university's first priority capital project, as outlined in the [2012-13 Five-Year Capital Plan](#). To facilitate the transition, renovations to provide space in Abbotsford suitable for acting classes are being investigated for the short term. The department also has an arrangement with the Reach Gallery in Abbotsford, adjacent to UFV's Clearbrook Centre campus, to hold acting classes in the gallery's Studio 2 space. (See Appendix 5 for Budget Analysis)

**Library**

Now entering its 35<sup>th</sup> year, the Theatre program at UFV is well established. As such, faculty and librarians have spent years acquiring resources to support the department's programs and courses. The reference and circulating collection includes numerous titles related to theatre history, acting, technical theatre and design, fashion and costume history, directing, theories of theatre, dramatic literature and criticism, musical theatre, Shakespeare and more. The UFV Library's print and online journal collection gives students access to a wide range of relevant Theatre journals. Extensive online research databases also provide access to resources available in the UFV collection, inter-library loans, and electronic collections. The Library also holds a well-developed video collection of films, documentaries and adaptations related to theatre and drama. Please see Appendix 6 for a more detailed analysis of library resources in Theatre.

***Scholarships and Awards***

Thanks to generous donations from businesses, community groups and individuals in the Fraser Valley, the Theatre program offers an exceptional number of scholarships to support students in achieving their educational goals. The department currently provides 13 scholarships for theatre students, one of the largest numbers of scholarships offered by a single department at UFV. The amounts range from \$100 to over \$2000, with most awarding \$500 to \$2000. A full list of Theatre scholarships can be found on UFV's [Theatre Awards](#) web page.

***Existing and Shared Resources***

UFV has all the necessary support resources in place. The Arts Advice Centre in the College of Arts provides comprehensive Arts and Fine Arts advising. UFV's Student Services provides an excellent range of counseling services, including study skills, career planning, and personal issues. The department works closely with the Office of the Registrar and UFV International to ensure the integrity of the program in management of admissions, registration of courses, and articulation with other post-secondary institutions.

***Additional Resources Required to Offer the Program***

No additional resources are required to offer the Theatre Major at UFV. All the courses required for the program are currently offered by the department. An additional upper level theatre history course (THEA 301) has been created by combining resources with the English department to offer cross-listed courses in the History of Theatre and Drama (see also THEA 203 and 204). One lower level acting course will be revised to create a new upper level course THEA 312 (formerly THEA 212) that will focus on advanced character and scene study, and professional practices in acting. Two existing special topics courses (THEA 359 and THEA 360) have been revised to create more defined special topics in Acting and Performance (THEA 316), and Theatre Studies (THEA 360). Looking to the future, the department will investigate opportunities to work with the Visual Arts and Fashion Design programs at UFV to develop a fuller selection of design courses for theatre students, especially in such areas as design fundamentals, costume design, lighting and projection design, and digital media in live performance.

**9. Program Consultation**

The proposal has been written by the Program Working Group, approved by UFV's Dean of Arts, Jacqueline Nolte. The Group members are: Heather Davis-Fisch, Ian Fenwick, and Bruce Kirkley (Chair), all from Theatre; Tetsuomi Anzai, from Visual Arts; and Melissa Walter, from English.

Comments and suggestions from other stakeholders and academics were solicited. Appendix 7 contains letters of recommendation and comments.

The full program proposal was sent in March 2014 for external peer-review. The assessments received are very positive and supportive of the proposal. In particular, one praises the "superb job

of specifying the skills and outcomes of the performing arts and linking them directly to employability,” and “the clear progression of skills acquisition articulated through the levels of courses.” The second reviewer concludes that “the planning, rationale and curricular design in the current proposal suggest that University of the Fraser Valley and the Theatre unit are in a strong position to establish a BA Major in Theatre.” Detailed information about the assessment reports and the Program Working Group’s response to suggestions for improvement to the proposal made by one reviewer has been provided to UFV’s curriculum review committees.

### ***Program Review***

The implementation of a Theatre Major at UFV was strongly endorsed and recommended by the external reviewers for the department’s recently completed program review. The review committee affirmed that the department’s curriculum, faculty, and resources demonstrate the quality, breadth, capacity and strengths needed to offer a BA Major in Theatre. From their assessment of student surveys, institutional data, and community needs, the external committee also concluded that there is a clear and sustainable demand for the Theatre Major at UFV. (See Appendix 8 for the external review committee’s full report.)

### ***Student Surveys***

Student surveys undertaken by UFV’s Institutional Research in 2012 demonstrate a strong demand for a Theatre Major. Among the current Theatre undergraduates surveyed, 90% (19) responded they would be interested in taking a Major in Theatre, with 61% (14) affirming they would be enrolled in the program now if it were being offered. Graduates of the program responded in a similar manner, with 90% (17) affirming that they would have enrolled in a Theatre Major program had one been offered when they were students. Fifty percent of the graduates surveyed commented that they took the English Drama concentration, or an extended minor in Theatre, because these were the closest programs to a Theatre Major available. Non-program students also expressed a strong interest in taking a theatre major, with 12% (7) of these students indicating they plan to go elsewhere because they cannot get a Theatre Major at UFV, and another 14% (8) indicating that they would take a Theatre Major, if available. In total, over 50% (51) of the students surveyed stated that they would enroll (or would have enrolled) in a Theatre Major if one were available.

In visits to regional secondary schools, our recruiters encounter students who ask about taking a Theatre Major at UFV, and are disappointed and confused to learn that the university only offers a diploma, or a minor or extended minor as part of the BA degree. As a consequence, students from the Valley who want a Major are forced to commute or relocate to Vancouver or Victoria to study theatre at UBC, SFU or UVic. A Theatre Major at UFV will provide a more affordable alternative for students and their families living in the Fraser Valley.

Many of our current students come from as far as Maple Ridge, Surrey and Langley because UFV is the only publicly funded university south of the Fraser that offers a Theatre program. With the population of the Fraser Valley expected to experience significant growth in the coming decades, UFV Theatre’s unique position in the region will ensure continued student demand for the Bachelor of Arts, Major in Theatre well into the future.

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Further data on the Student Surveys and the demand for the Theatre Major at UFV is included in Appendix 9 (Summary of Student Surveys).

### ***Employment Prospects for Theatre Major Graduates***

Recent labour market projections show that rewarding careers in the creative and performing arts are very likely for those who have the talent, skill and commitment. Students trained in theatre also have teamwork, leadership, and presentation skills that are transferable to other professions, such as business, law, journalism, teaching, and tourism.

The British Columbia Labour Market Outlook: 2010-2020 cites "Occupations in Art, Culture, Recreation and Sport" as one of the "three occupation groups expected to experience the strongest growth in the province."<sup>1</sup> According to the Work BC Industry Profile, the Information, Culture and Recreation industry saw 6% growth in 2011-12, and added over 6,600 new jobs. The forecast for average annual demand growth over the next decade (2010-2020) is a healthy 1.6%. Employment prospects look good for all the following occupation groups (job openings cited are for the Lower Mainland/Southwest region of the province):

- Actors (6,400 openings)
- Producers, Directors, Choreographers (6,400 openings)
- Managers in Art, Culture, Recreation and Sport (1,200 openings)
- Theatre, Fashion, Exhibit and Creative Designers (5,100 openings)
- Support Occupations in Motion Pictures, Broadcasting and Performing Arts (3,400 openings)

The competitive nature of these occupations will mean students need to be well-prepared, versatile, and resourceful. The UFV Theatre Major will give students of the Fraser Valley the knowledge and skills they need to compete successfully for these occupations, and will also serve as a valuable testing ground where they can determine their strengths and aptitudes, and gain confidence in their abilities, to undertake successful careers in the creative industries.

Many UFV theatre students are interested in teaching, and hope to complete a Theatre Major because they plan to pursue careers as elementary and secondary school teachers. Work BC data<sup>2</sup> shows that the large number of retirements expected in this occupation group will generate 24,000 job openings over the next decade. Most of these openings will be in the Lower Mainland/Southwest region of the province, which will see 15,200 job openings.

The development of a Theatre Major at UFV will also contribute to the provincial objectives for attracting more aboriginal learners into the post-secondary system. The report of the 2010 Human Resources Planning Committee, *Maximizing 2010-Related Employment & Skills Opportunities in British Columbia: Connecting Labour Market Supply & Demand* emphasized the importance of providing opportunities for aboriginal youth to participate in the benefits of forecasted job growth. Located in an area with a large aboriginal population, the UFV Theatre Department has developed

<sup>1</sup> <http://www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/BCLMOutlook.pdf> (page 3)

<sup>2</sup> <http://www.workbc.ca/Job-Seekers/Career-Profiles/4141>

strong relationships with Sto:lo Nation and the Sto:lo Research and Resource Management Centre to develop courses, programs and events that promote and encourage the participation of the aboriginal community in post-secondary education.

The study and practice of theatre also develops transferable skills for several key employability areas. The Business Council of British Columbia *2010 Biennial Skills and Attributes Survey Report* identifies the top five most important skills in all occupational groups to be: (1) speaking/listening; (2) judgment/decision making; (3) teamwork; (4) problem solving; (5) writing.<sup>3</sup> All these skills are developed through training in theatre. Working with others to create a theatre production requires responsible and mutually supportive interpersonal interaction; a high level of teamwork; creative, positively directed problem solving; clear speaking, clear writing and effective listening. Furthermore, as students develop higher levels of skill and confidence, they will often take on significant leadership roles as stage managers, designers, or directors where they learn and develop their leadership abilities.

In addition to specific employment related data, there are other trends occurring in Canadian society which suggest that skills and training in the creative and performing arts will become increasingly important in the future. For example, in recent years, there has been growing recognition that participation in various forms of creative arts is vitally important to people's health and well-being. Given the realities of an aging population, combined with continually rising health care costs, it seems likely that the demand for classes, programs and activities in the creative arts will increase significantly in the years ahead. These demographics strongly suggest the potential for the creation of new jobs as well as new opportunities in education and business.

The creative and performing arts also benefit employees and employers in all walks of life. A study by Canadian Heritage in 2012 "found that 92% of Canadians agree that 'arts are an important way of helping people think and work creatively.'<sup>4</sup> Medical studies have shown clear evidence that work place productivity improves when employees participate in cultural and creative activities.<sup>5,6</sup> The Hill Strategies report *British Columbia's Arts, Culture and Heritage Activities in 2012* found that, in 2010, 70.9% of British Columbians attended a performing arts event or a cultural festival" and 43.8%, or 1.7 million British Columbians, attended a live theatre performance.<sup>7</sup> These are impressive findings which, taken together, strongly suggest that the creative and performing arts play an integral role in building a strong and vibrant economy, and that the demand for live theatre in British Columbia will continue to be robust for years to come.

<sup>3</sup> [http://www.bcbc.com/content/586/REF\\_SS\\_2010\\_CompleteReport.pdf](http://www.bcbc.com/content/586/REF_SS_2010_CompleteReport.pdf) (p. 12)

<sup>4</sup> Phoenix Strategic Perspectives Inc., *Arts and Heritage in Canada: Access and Availability Survey 2012*, Ottawa: Canadian Heritage (2012).

<sup>5</sup> T. Theorell, et al. "A note on designing evaluations of health effects of cultural activities at work," *Arts & Health: An International Journal for Research, Policy and Practice* 1, 1 (2009). Available at <http://www.tandfonline.com/doi/abs/10.1080/17533010802527993>

<sup>6</sup> Lars Olov Bygren, et al. "Cultural Participation and Health: A Randomized Controlled Trial Among Medical Care Staff," *Psychosomatic Medicine Journal* 71, 4 (May 2009). Available at <http://www.psychosomaticmedicine.org/content/71/4/469.full.pdf+html>

<sup>7</sup> [http://www.hillstrategies.com/sites/default/files/Cultural\\_activities\\_BC2010.pdf](http://www.hillstrategies.com/sites/default/files/Cultural_activities_BC2010.pdf)



Please see Appendix 2 for a more detailed analysis of employment prospects.

**10. Program Review and Assessment**

The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. [UFV's Academic Program and Unit Reviews Policy \(189\)](#) requires that all academic programs and units normally be reviewed every five years. Program Review is the central piece in a continuous process of program monitoring and improvement.

**Program Outline for Draft Calendar Copy****Bachelor of Arts, Major in Theatre****1. Faculty and department of program**

The program will be offered by the Theatre Department, in the College of Arts.

**2. Website** *(department, or program-specific if applicable)*

<http://www.ufv.ca/arts/>

<http://www.ufv.ca/theatre.htm>

**3. Program title/credential**

Bachelor of Arts, Theatre Major

**4. Associated degree program** *(for major, minor, or extended minor only)*

Theatre Major

**5. Program introduction/calendar description** *(brief description, usually 1-3 paragraphs)*

The Theatre Major integrates theatre studies and creative practice to ensure graduates have a strong foundation in theatre.

Students will investigate how creative practice informs, and is informed by, an understanding of the history and theory of theatre, and will develop a high standard of competence in the practical, technical and collaborative aspects of theatre. Students will also have opportunities to study the interdisciplinary relationship of theatre to other media (i.e. film, video, digital media) and other forms of artistic and creative practice (i.e. visual arts, playwriting, fashion design).

The program prepares students to think critically, approach problems creatively, and work collaboratively to develop innovative solutions. These transferable skills are highly desired by employers, and will benefit students in finding meaningful employment opportunities.

**6. Entrance requirements**

Please refer to the [Bachelor of Arts](#) section for information on entrance requirements for the Bachelor of Arts.

**7. Declaration of Theatre as a major** *(specify either competitive or non-competitive admission)*

Students wishing to declare a major in Theatre must complete three required courses for the Theatre major, with a minimum C grade in each course, prior to their formal declaration. Please refer to the Bachelor of Arts section for more information on declaration of majors.

**8. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

See the [Fees and Other Costs](#) section for more information. Books and additional supplies cost approximately \$100-200 per course. Additional costs may include theatre tours, workshop fees, art supplies, makeup kits, exercise mats, and active wear suitable for acting classes.

**9. Location** *(if applicable)*

The Theatre department has facilities at UFV's CEP and Yale Road campuses in Chilliwack. Most classes are held at CEP and most activities related to the department's practicum courses and production season are carried out in the performance theatre on Yale Road. The department also offers courses in Abbotsford.

**10. Program outline (courses to be completed)**

This section specifies the Theatre major discipline requirements only. Please refer to the [Bachelor of Arts](#) section for information on additional requirements.

**Lower-Level Requirements: 18 Theatre credits**

| Course                                                                                                                                                                             | Title                                           | Credits   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------|
| <b>9 credits: lower-level theatre studies</b>                                                                                                                                      |                                                 | <b>9</b>  |
| <a href="#">THEA 101</a>                                                                                                                                                           | Introduction to Theatre                         | 3         |
| <a href="#">THEA 203</a>                                                                                                                                                           | History of Theatre and Drama: Antiquity to 1642 | 3         |
| <a href="#">THEA 204</a>                                                                                                                                                           | History of Theatre and Drama: 1642 to 1914      | 3         |
| <b>9 credits: lower-level creative practice</b>                                                                                                                                    |                                                 | <b>9</b>  |
| <b>3 credits: acting</b>                                                                                                                                                           |                                                 | <b>3</b>  |
| <b>ONE OF:</b>                                                                                                                                                                     |                                                 |           |
| <a href="#">THEA 111</a>                                                                                                                                                           | Introduction to Acting                          | 3         |
| <a href="#">THEA 112</a>                                                                                                                                                           | Essentials of Acting                            | 3         |
| <a href="#">THEA 250</a>                                                                                                                                                           | Introduction to Storytelling                    | 3         |
| <b>3 credits: technical theatre</b>                                                                                                                                                |                                                 | <b>3</b>  |
| <b>ONE OF:</b>                                                                                                                                                                     |                                                 |           |
| <a href="#">THEA 121</a>                                                                                                                                                           | Technical Theatre I                             | 3         |
| <a href="#">THEA 123</a>                                                                                                                                                           | Technical Theatre II                            | 3         |
| <a href="#">THEA 220</a>                                                                                                                                                           | Stage Management for Live Events                | 3         |
| <b>3 credits: 200-level creative practice</b>                                                                                                                                      |                                                 | <b>3</b>  |
| Any 200 level creative practice course (THEA <a href="#">211</a> , <a href="#">215</a> , <a href="#">220*</a> , <a href="#">250*</a> , <a href="#">290</a> , <a href="#">295</a> ) |                                                 | 3         |
| *if not taken to fulfill the technical theatre or acting requirement above                                                                                                         |                                                 |           |
| <b>Minimum total lower-level credits in Theatre</b>                                                                                                                                |                                                 | <b>18</b> |

**Practicum Requirements: 6 credits**

| Course                                            | Title                        | Credits  |
|---------------------------------------------------|------------------------------|----------|
| <b>6 credits of practicum</b>                     |                              | <b>6</b> |
| <a href="#">THEA 199</a>                          | Technical Theatre Practicum  | 3        |
| <a href="#">THEA 299</a>                          | Theatre Production Practicum | 3        |
| <b>Minimum total practicum credits in Theatre</b> |                              | <b>6</b> |

**Upper-Level Required Courses: 32 Theatre credits**

| Course                                              | Title                                             | Credits   |
|-----------------------------------------------------|---------------------------------------------------|-----------|
| <b>4 credits: upper-level theatre studies</b>       |                                                   | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |           |
| THEA <a href="#">301</a>                            | History of Theatre and Drama: 1914 to the Present | 4         |
| THEA <a href="#">305</a>                            | Theatre for Young Audiences                       | 4         |
| THEA <a href="#">306</a>                            | History of Musical Theatre                        | 4         |
| THEA <a href="#">307</a>                            | World Theatre                                     | 4         |
| THEA <a href="#">360</a>                            | Special Topics in Theatre Studies                 | 4         |
| <b>4 credits: upper-level creative practice</b>     |                                                   | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |           |
| THEA 311                                            | Acting for the Camera                             | 4         |
| THEA 312                                            | Character and Scene Study II                      | 4         |
| THEA <a href="#">315</a>                            | Voice and Body II                                 | 4         |
| THEA <a href="#">316</a>                            | Special Topics in Acting and Performance          | 4         |
| THEA 352                                            | Playmaking I                                      | 4         |
| THEA <a href="#">370</a>                            | Design for the Theatre                            | 4         |
| THEA <a href="#">399</a>                            | Intermediate Practicum in Theatre                 | 4         |
| THEA <a href="#">450</a>                            | Directing I                                       | 4         |
| <b>4 credits: theory requirement</b>                |                                                   | <b>4</b>  |
| THEA <a href="#">401</a>                            | Contemporary Theories of Theatre and Performance  | 4         |
| <b>4 credits: capstone requirement</b>              |                                                   | <b>4</b>  |
| <b>ONE OF:</b>                                      |                                                   |           |
| THEA <a href="#">451</a>                            | Directing II                                      | 4         |
| THEA <a href="#">490</a>                            | Directed Studies in Theatre                       | 4         |
| THEA <a href="#">499</a>                            | Advanced Practicum in Theatre                     | 4         |
| <b>16 credits: upper-level Theatre electives</b>    |                                                   | <b>16</b> |
| Any 300/400 level theatre courses                   |                                                   | 16        |
| <b>Minimum total upper-level credits in Theatre</b> |                                                   | <b>32</b> |
| <b>Total credits for Theatre Major</b>              |                                                   | <b>56</b> |

Note 1: The prerequisite for THEA 112 is THEA 111 with a B, or audition. Students with previous training or experience in acting may audition for direct admission to THEA 112. Please refer to the Theatre website for information on audition dates and guidelines.

Note 2: Students may use only six credits of lower level practicum courses, and eight credits of upper level practicum courses toward meeting the requirements for the Theatre Major. Students may use up to three additional lower-level practicum credits to meet BA electives.