



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

20 Jun 2014 - 10:00

A225

AGENDA

~~~~~

Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

4 - 8

2.1. UEC draft minutes: May 23, 2014

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

9 - 22

##### 3.1. Business Administration

New course: BUS 448, Advanced Management Accounting

Changes to course: BUS 403

Changes including prerequisites: BUS 404

MOTION: To approve the Business Administration course outlines as presented.

23 -  
31

##### 3.2. Geography

Change to prerequisites: GEOG 311, 318

MOTION: To approve the Geography course outlines as presented.

#### 4. PROGRAMS

32 -  
37

##### 4.1. Business Administration

Change to program: Bachelor of Business Administration

Change to program: BBA Accounting option

MOTION: To recommend the approval of the changes to the Bachelor of Business Administration entrance requirements as presented, effective January 2015.

Page

MOTION: To recommend the approval of the changes to the program requirements for the BBA Accounting option as presented, effective January 2015.

38 -  
40

#### **4.2. English**

New program: English Honours: Creative Writing

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

R. Colwell/L. Stagg

41

#### **4.3. Applied and Technical Studies**

Name change: Heavy Mechanical Foundation program

MOTION: To approve the name change of the Heavy Duty/Commercial Transport certificate program to the Heavy Mechanical Foundation certificate as presented.

42 -  
70

#### **4.4. Indigenous Studies**

New programs: Indigenous Studies major and minor (Bachelor of Arts)

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

MOTION: To recommend the approval of the new Indigenous Studies major and minor for the Bachelor of Arts as presented, effective September 2015.

71 -  
114

#### **4.5. Communications**

New program: Bachelor of Professional Communication

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

MOTION:

To recommend the approval of the new Bachelor of Professional Communication degree program as presented, effective September 2015.

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

115

#### **5.1. Short Programs Subcommittee report (S. Murray)**

MOTION: To extend the mandate of the Short Programs Subcommittee to December 2014; to arrange for the appointment of a Dean to replace Susan Fisher; and to add the Continuing Education Director to the committee.

116 -  
125

#### **5.2. Course requisites policy (E. Harris)**

#### **5.3. Alternatives to cross-listing (D. Francis)**

#### **5.4. Admissions Subcommittee report**

126 -

#### **5.5. Transfer Credit Subcommittee report**

Page  
129

**5.6. Policy Subcommittee report**

130 **5.7. Election of Chair** (must be a faculty member of UEC)

**6. INFORMATION ITEMS**

131 - **6.1. Agriculture**  
161

Apprenticeship program: Landscape Horticulture Apprenticeship Level 1

162 **6.2. UEC 2014/15 meeting schedule**

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

CMNS 465 (formerly CMNS 365)

**7. ADJOURNMENT**



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

May 23, 2014  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

---

**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, T. Cooper, J. English, S. Fisher, D. Francis, N. Goad, J. Larsen, S. Manu, D. McGuire, R. McLeod, S. Pattridge (chair), L. Stagg, J. White, M. Wideman, S. Xi  
**ABSENT:** S. Bains, H. Compeau, V. Dvoracek, S. Hardman, A. Iliev, S. Marsh, E. Spalding,  
**GUESTS:** B. Kirkley (Theatre), C. Loten (Mathematics and Statistics), H. Turner (English)  
**RECORDER:** Amanda Grimson

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

**MOTION:**

To approve the Agenda as presented.

S. Fisher/R. Colwell  
CARRIED

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

**2.1. UEC draft minutes: April 25, 2014**

**MOTION:**

To approve the draft minutes as amended:

- 3.4: "~~practicum-type~~ **studio-based (not practicum-based)** course"

S. Brigden/S. Fisher  
CARRIED

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

The following courses are ready for publication following UEC approval.

**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

S. Pattridge (Communications department head) turned the chair over to D. Francis for this item.

CMNS 345 and 445 are currently cross-listed as ADED 345 and 445 respectively. Since the cross-listing is being discontinued, the ADED courses will cease to exist.

Minor changes to the learning outcomes for CMNS 325 and 445 were suggested.

**MOTION:**

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

- CMNS 325, learning outcome #1 changed to: "Apply the communication process specific to technical and scientific communications."
- CMNS 445, learning outcome #2: "diverse audience needs"

R. Colwell/ R. McLeod  
CARRIED

**4. PROGRAMS****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.

S. Brigden/R. Colwell  
CARRIED

**4.2. English**

New program: English Honours: Creative Writing

The English department already offers both an English Honours and an English major, Creative Writing concentration. The current Honours program requires a research paper, which is not appropriate for creative writing students. The differences between the proposed program and the existing one are relatively small, and include a creative writing project and some more appropriate courses.

The proposal indicates that 132 credits are required to complete this program, which may pose a problem at Senate. SFU requires this many additional credits, but many other Canadian institutions (York, Concordia, and others) do not. It was noted that the number of required courses in this program mean that it may actually be possible to complete within 120 credits, so perhaps this note can be removed. H. Turner (English department head) will take this back to the department for revisions.

**MOTION:**

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

R. Colwell/L. Stagg  
MOTION POSTPONED

**MOTION:**

To postpone the motion to approve the English Honours: Creative Writing until the June 20, 2014 UEC meeting.

L. Stagg/R. McLeod  
CARRIED

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

Discontinuation of program: Bachelor of General Studies Police option

There are two students currently working on completing this program; they will be notified that it is being discontinued.

**MOTION:**

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

S. Brigden/D. Francis  
CARRIED

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

New course: MATH 499, Hounours Supplement

The term "supplement" as used in the MATH 499 course outline was seen as problematic, as this is sometimes used to describe remedial learning. "Honours Module" was suggested as a potential alternative course title.

Other minor changes to MATH 499 were suggested:

- Add "Mathematics" to course title
- Calendar description: "may will be offered as a supplement to..."
- Corequisites: "MATH 370/STAT 370"
- Grading system: letter grades
- Learning outcomes: should include some common outcomes that will apply to all iterations of the course (similar to directed study or special topics courses), rather than "will vary depending on course content"

C. Loten (Mathematics and Statistics department head) will take the course back to the department for revisions.

**MOTION:**

To approve the MATH 499 course outline as presented.

S. Fisher/J. Larsen  
MOTION POSTPONED

**MOTION:**

To postpone the motion to approve the MATH 499 course outline until the June 20, 2014 UEC meeting.

N. Goad/R. Colwell  
CARRIED

New program: Mathematics Honours (Bachelor of Science)

This Honours program can be completed within 120 credits.

It was unclear whether this program will require a declaration process or an application process. C. Loten will provide A. Grimson with calendar copy changes on this point prior to submission to APPC.

**MOTION:**

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

J. Larsen/M. Bos-Chan  
CARRIED

**4.5. Science**

Change to program: Bachelor of Science

S. Xi raised a concern that the English requirement refers only to the English language proficiency requirement, while many other programs require the prerequisites for a specific course or courses. C. Loten noted that this is because other programs typically require those specific courses in the program, but the BSc English/Communications requirement is very open. She will take this concern back to the working group.

Use of the word "expected" rather than "required" in the declaration policy ("students are expected to declare a major or minor by the time they have completed 60 credits") was discussed. C. Loten indicated that this section used to say that declaration was required, but it could not be enforced. In addition, students are expected to be somewhat self-regulating.

The sentence that departments "reserve the right to select competitively if necessary" should either be removed, or be accompanied by a basis for competitive entry. If necessary, competitive entry specific to each discipline could be included. C. Loten will take this back to the working group for revisions.

**MOTION:**

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

S. Brigden/J. Larsen  
CARRIED

**MOTION:**

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

S. Fisher/R. McLeod  
MOTION POSTPONED

**MOTION:**

To postpone the motion to approve the Bachelor of Science declaration requirements to the June 20, 2014 UEC meeting.

S. Brigden/D. Francis  
CARRIED

**4.6. Theatre**

New program: Theatre major

The calendar copy should include the former course numbers of any courses that have recently been changed.

**MOTION:**

To recommend the approval of the new Theatre major program as amended, effective September 2015:

- 4. Curriculum/Program Content (page 12): "a total of ~~seventy~~ **eight** 300/400 level courses"

S. Fisher/R. Colwell  
CARRIED

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

There was no report from this subcommittee.

**5.2. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

**5.3. Policy Subcommittee report**

The changes to policy 21 were approved by Senate last month, so UEC can now implement the expedited procedures. UEC is now responsible for the procedures associated with this policy. This also means that the previously-discussed Screening Subcommittee can move forward. S. Pattridge, S. Murray, and D. Francis will bring more information on this to the June UEC meeting, so that it can be implemented in the fall.

**6. INFORMATION ITEMS**

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

THEA 353

**7. ADJOURNMENT**

The meeting was adjourned at 11:13 am.



**Memo**

To: Chair, Undergraduate Education Committee  
 From: Director, School of Business  
 Date: March 25 2014  
 Subject: Proposal for a new course – Bus 448 – Advanced Management Accounting

A. New course: Bus 448 – Advanced Management Accounting

1. Rationale for the new course:

Last year, the three professional accounting bodies in BC (CA, CGA and CMA) merged into a single professional designation – the Chartered Professional Accountant (CPA). This new organization required all post secondary institutions to provide information and content on courses students needed to complete before they begin the CPA professional program. After reviewing the course content and the competency profiles of the UFV courses, the CPA determined that a third, advanced level Management Accounting course was required. Further, specific content was required for the new course. The proposed course outline was developed with the criteria provided by the CPA and was submitted for review. CPA reviewed the new course and indicated they would be pleased to accept the course for CPA equivalency with no change. As this course is a lab based course maximum enrolment will be limited to 25 students.

2. How new course fits into program(s):

Curricular changes to the BBA Accounting Option is proposed. The new course will be required for the Accounting Option. However, the BBA Accounting Option can now be streamlined as it is only required to fulfill the requirements of the CPA.

Bus 448 will also be offered as an Upper level business elective for students in other Business Programs, which will enhance and diversify electives choices.

B. Budget and Learning outcome Issues

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

The course reflects Institutional Learning Outcomes #1,2,3,4,5,6 and 8.

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

Not applicable

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

The content to be covered in this course has been set by CPA.

The new course will utilize comprehensive accounting cases whereby a number of First Nations cases will be integrated. Examples of such inclusion include:

Katzie Nation Capital Projects:

<http://www.pittmeadows.bc.ca/EN/main/cityhall/44/archives/press/Katzie-Slough-Habitat-Project.html>

Tsawwassen First Nation capital projects (new housing, shopping centers, joint venture capital investment

feasibility.

[http://www.tsawwassenfirstnation.com/08.15.13\\_TMJV\\_project\\_award\\_notice.pdf](http://www.tsawwassenfirstnation.com/08.15.13_TMJV_project_award_notice.pdf)

4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value - No change
  - b. Class size limit – No change
  - c. Frequency of offering – No change
  - d. Resources required (labs, equipment) – A computer lab will be used and there will be some software required.
5. If this course is not eligible for PLAR, explain why.  
PLAR by examination.
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?  
No field trips.
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.  
Textbook - \$150

This course will likely use Excel add-ins, which are normally provided free to Office users, such as, Solver, Crystal Ball with Risk Simulation

<http://office.microsoft.com/en-ca/excel-help/load-the-solver-add-in-HP001127725.aspx>

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1118175441.html>

Also, the textbook published is prepared to provide these "add ons" free with the textbook.

Should it be decided to use more advanced statistical models, UFV has site licenses for SPSS 20. and SAS, which could be used at no additional cost.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED: (six years after UEC approval) June 2020

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: BUS 448

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

Course Full Title: Advanced Management Accounting

Course Short Title:

Faculty: Faculty of Professional Studies

Department (or program if no department): School of Business

### Calendar Description:

This advanced-level course provides an overview of the role of management accounting in creating and evaluating corporate strategy, and its decision-making matrix is outlined within a framework of how managers make decisions. Various cost structures and behaviours, with statistical uncertainty models, are introduced.

Prerequisites (or NONE): BUS 348

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):

*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                              | 30        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           | 15        |
| 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.): Fall and Winter each year

Department / Program Head or Director: Dr. Frank Ulbrich

Date approved: April 8, 2014

Campus-Wide Consultation (CWC)

Date of posting: April 18, 2014

Faculty Council approval

Date approved: May 23, 2014

Dean/Associate VP: Dr. Rosetta Khalideen

Date approved: May 23, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: June 20, 2014

**Learning Outcomes**

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

1. Conduct feasibility studies on product, distribution channel and customer (portfolio) profitability analysis, including sensitivity analysis
2. Apply analytical and critical thinking skills and tools by examining and analyzing relationships between strategic and operational initiatives from a managerial cost and project feasibility perspective
3. Perform critical analysis relevant to specific managerial decisions in business modeling and project feasibility studies (capital and operational)
4. Apply software tools, such as PLS (Partial Least Squares), Regression, DEA (Data Envelopment Analysis), Linear and Non-Linear Programming Models, Decision-Trees, etc., to assist in complex managerial decision making
5. Conduct in-depth analysis of the relationship between cost management theory and practice, with references to a set of specific decision-making situations, such as stock keeping units (SKU's), product channel delivery and route feasibility studies
6. Discuss how decisions are made for capital investments in new technologies, such as bio-technology, by determining investment payoffs and economic value add (EVA)
7. Assess performance by customers for profit and economic value contribution
8. Analyze the effects of various pay incentive schemes, human resource operational plans, on employee performance and productivity and overall operational efficiency
9. Explore market entry, penetration, production expansion, and product bundling strategies.

**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)**

Lecture, discussion, small group activities, peer assessment.

**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. Merchant et al                   | Management Control Systems                        | 3rd                      | Pearson          | 2013                      |
| 2. CGA                              | Advanced Management Accounting (selected content) | 1st                      | CGA Can          | 2013                      |
| 3.                                  | Advanced Management Accounting Cases              | <input type="checkbox"/> |                  |                           |
| 4.                                  |                                                   | <input type="checkbox"/> |                  |                           |
| 5.                                  |                                                   | <input type="checkbox"/> |                  |                           |

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

Excel Add in applications for data analysis (including sensitivity and whatif analysis functions in Excel and Excel data management)

LINGO or Management Scientist linear optimization modeling software

Partial Least Squares (PLS) modeling software

SPSS Business Intelligence Software or PSPP (open source) data analysis software

Excel Decision Tree add in software

Crystal Ball Excel risk modeling such as @RISK or Crystal Ball for risk modeling

Instructor may choose the applications to be used in the course from the above list. Most of these applications are available at UFV or can be obtained as "Excel Add ins" with the textbook, as a bundle.

**Typical Evaluation Methods and Weighting**

|                |     |              |   |                   |     |            |    |
|----------------|-----|--------------|---|-------------------|-----|------------|----|
| Final exam:    | 40% | Assignments: | % | Midterm exam:     | 30% | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | % | Field experience: | %   | Shop work: | %  |
| Case Analysis  | 30% | Other:       | % | Other:            | %   | Total:     | 0% |

**Details (if necessary):**

Midterm and Final Exams will be based on comprehensive theory and integrated cases

Case Analysis - there will be a minimum of 8 comprehensive cases involving advanced software applications

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

**Typical Course Content and Topics**

**Part 1: The Nature of Management Control Systems**

- I. Basic concepts, and theories
- II. Boundaries and methods of managerial control systems
- III. Introduction and management science software (Excel Solver, PLS, DEA, Sensitivity Analysis, Spider Web applications)
- IV. Understanding of some new corporate and operational level strategies
- V. Business unit strategies and methods
- VI. Goal congruence
- VII. The formal control systems
- VIII. Functions of advanced managerial cost and control systems
- IX. Measuring and controlling assets employed
- X. Cases

**Part 2: The Management Control Process**

- I. Measuring assets employed
- II. Considerations for evaluating economic performance and EVA (Economic Value Add)
- III. EVA versus ROI
- IV. Strategic planning theory and tools
- V. Budget preparation and quantitative techniques
- VI. Variance computations and analysis of on-going programs
- VII. Behavioral aspects of managerial cost control
- VIII. Performance measurement and monitor systems
- IX. Organizational incentives, compensation plans, pricing and costing structures
- X. Incentives for corporate executives and corporate officer and pricing strategies
- XI. Cases

**Part 3: Variations in Management Control**

- I. Corporate strategy
- II. Business unit strategies
- III. Service organizations
- IV. Non-profit organizations
- V. Service organizations
- VI. Financial services organizations
- VII. Multinational organizations, transfer pricing models
- VIII. Nature of projects, costing and profitability models, including, product bundling and channel feasibility considerations
- IX. The Control environment and control systems
- X. Choice of metric in corporate evaluation
- XI. Project planning, feasibility studies, project evaluation techniques and models
- XII. Management and monitor of employee incentive programs, managing change (operational, financial and organizational)
- XIII. Cases

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Rosetta Khalideen, Dean, Faculty of Professional Studies; Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: May 7, 2014

Subject: Proposal for a minor revision of an existing course (BUS 403)

A. Course revision: Update calendar description and learning outcomes and evaluation methods.

1. Rationale for change:

BUS 403 is a fourth year course that was initially recommended to be taken in semester 8. Since this course description was written however, we added BUS 405 as another capstone course. Our recommendation now is that 403 be taken in semester 7 and 405 to be taken in semester 8. As such, the calendar description needed to be updated for 403, specifically to remove the sentence "This course should only be taken in the final term of the degree program." Additionally the learning outcomes were updated as were the current evaluation methods of the course.



ORIGINAL COURSE IMPLEMENTATION DATE: April 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 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:** BUS 403

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

**Course Full Title:** Strategic Management  
**Course Short Title:**

**Faculty:** Faculty of Professional Studies

**Department (or program if no department):** School of Business

### Calendar Description:

This is a capstone course that provides students with the opportunity to integrate and apply knowledge gained in earlier undergraduate courses. Students will learn how to formulate business strategy and gain an understanding of the principles of good strategy execution.

**Prerequisites (or NONE):** BUS 349

**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):

*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                              | 30        |
| Seminars/tutorials/workshops               | 15        |
| Laboratory hours                           |           |
| 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.): Fall and Winter

**Department / Program Head or Director:** Frank Ulbrich

**Date approved:** May 13, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** April 18, 2014

**Faculty Council approval**

**Date approved:** May 23, 2014

**Dean/Associate VP:** Rosetta Khalideen

**Date approved:** May 23, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** June 20, 2014

**BUS 403**

**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. Evaluate a company's strategy, its present position and long-term direction.
2. Conduct a strategic analysis in a variety of industries and competitive situations.
3. Design a business strategy using the principles of good strategy execution.
4. Integrate the knowledge gained in earlier business courses into the development of a strategic plan.

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because it is a capstone course

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

Lecture, seminar, and case studies.

**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. Thompson,<br>Peteraf, Gamble<br>& Strickland | <i>Crafting and Executing Strategy: The Quest for Competitive Advantage</i> | <input checked="" type="checkbox"/> | McGraw-Hill<br>Irwin | 2012                      |
| 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)

## Typical Evaluation Methods and Weighting

|                     |     |                 |     |                   |     |            |      |
|---------------------|-----|-----------------|-----|-------------------|-----|------------|------|
| Final exam:         | 30% | Assignments:    | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests:      |     | Lab work:       | %   | Field experience: | %   | Shop work: | %    |
| Group presentation: | 10% | Participation : | 10% | 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

| <b>Session Topic</b>                                                                                     | <b>Chapter(s)</b> |
|----------------------------------------------------------------------------------------------------------|-------------------|
| 1 Introduction: What is strategy and why is it important?<br>Guide to case analysis- PowerPoint handouts | 1                 |
| 2 The managerial process of crafting and executing strategy<br>Case: Costco Wholesale                    | 2                 |
| 3 Evaluating a company's external environment<br>Case: Whole Foods Market                                | 3                 |
| 4 Evaluating a company's resources and competitive position<br>Case: Jet Blue Airways                    | 4                 |
| 5 The five generic competitive strategies: Which one to employ?<br>Case: Apple                           | 5                 |
| 6 Other important strategy choices<br>Case: Google                                                       | 6                 |
| 7 Midterm examination                                                                                    |                   |
| 8 Competing in foreign markets/tailoring strategy<br>Case: Research in Motion                            | 7, 8              |
| 9 Diversification: Strategies for managing a group of businesses<br>Case: PepsiCo                        | 9                 |



**BUS 403****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3*****Course Content continued***

|    |                                                                              |        |
|----|------------------------------------------------------------------------------|--------|
| 10 | Building resource strengths and organizational capabilities<br>Case: Walmart | 11, 12 |
| 11 | Corporate culture and leadership<br>Case: Southwest Airlines                 | 13     |

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Rosetta Khalideen, Dean, Faculty of Professional Studies; Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: January 23, 2014

Subject: Proposal for a revision of an existing course (BUS 404)

A. Course revision: Change prerequisites

1. Rationale for change:

BUS 404 is a fourth year course which currently has a first year pre-requisite, technically allowing second year students to enroll in it. Students will be prepared for it if they have 60 course credits and are at least in their third year. The MATH 111 or 141 requirement was removed to simplify the process as the current change will be sufficient. The learning outcomes were also updated to better reflect current practices.



ORIGINAL COURSE IMPLEMENTATION DATE: November 1994  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 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:** BUS 404

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

**Course Full Title:** Management Science

**Course Short Title:**

**Faculty:** Choose an item

**Department (or program if no department):** School of Business

### Calendar Description:

This course covers the application of basic mathematical and statistical techniques to aid managerial decision making, to help solve a wide variety of problems from a broad range of areas in the business environment. This is a practical course in which there will be extensive use of spreadsheets.

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

**Prerequisites (or NONE):** STAT 106 and one of MATH 111 or MATH 141. Note: As of January 2015, prerequisites will change to STAT 106 and 60 university-level credits.

**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):

*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                              | 39        |
| Seminars/tutorials/workshops               | 6         |
| Laboratory hours                           |           |
| 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.): Fall and Winter

**Department / Program Head or Director:** Frank Ulbrich

**Date approved:** January 28, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** March 10, 2014

**Faculty Council approval**

**Date approved:** May 23, 2014

**Dean/Associate VP:** Rosetta Khalideen

**Date approved:** May 23, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** June 20, 2014

**BUS 404**

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

Page 2 of 4

## Learning Outcomes

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

1. Apply structure to problems to facilitate finding solutions.
2. Analyze probabilistic problems and make selections when faced with multiple choices.
3. Design and construct simulation models to better assess business situations in production and services.
4. Demonstrate an understanding of inventory control systems.
5. Develop linear programs to solve a variety of problems and to interpret the LP outputs.

## 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)

The course will comprise of lectures, software demonstrations, problem solving, and possibly a project (or case study), and group presentations.

**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. Winston, Albright                 | Practical Management Science                | <input checked="" type="checkbox"/> | Duxbury          |                           |
| Andersen,<br>2. Sweeney,<br>Williams | An Introduction to Management Science       | <input checked="" type="checkbox"/> | Nelson           |                           |
| 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:    | 55% | Assignments: | 10% | Midterm exam:     | 35% | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 0% |

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

- Decision analysis
  - Without probabilities
  - With probabilities
  - Value of perfect information
- Simulation

- Time-slice methods
  - Next event
  - Application to inventory and waiting line systems
- Inventory models
- Waiting line systems
- Linear programming
  - Graphical methods ○
  - Sensitivity analysis ○
  - Applications

Integer programming

---

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:

---

## BUS 404 CWC comments and responses - May 2014

| <b>Vlad's Comments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Kevin's Response:</b>                                                                                                                                                         | <b>Maureen's Comments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Kevin's Response:</b>                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Thanks for sending this around. Maybe the language in the Learning Outcomes could use some tweaking.</p> <p>Does it make sense for "...students will be able to develop students' ability to recognize, formulate, and analyze decisions of operations managers"?</p> <p>As well, three of the LO have "students will be able to develop and understanding...", maybe a couple of thee should say students will be able to do, or students will know.</p> <p>Thanks,</p> <p>Vlada</p> <p><b>LEARNING OUTCOMES:</b></p> <p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of production systems: inputs, conversion systems, and outputs for both manufacturing and services.</li> <li>2. Develop an understanding of the production function in a variety of organizations and the relationships among production, marketing, accounting and finance, and engineering.</li> <li>3. Develop students' ability to recognize, formulate, and analyze decisions of operations managers.</li> <li>4. Develop a basic understanding of the nature of operations managers' jobs; the way they approach problems, the terminology they use, the challenges that they face, and their perspectives.</li> </ol> | <p>Thanks for the comments Vlada. Ron Zitron, the course co-ordinator has reviewed and updated the learning outcomes.</p> <p><i>Kevin deWolde</i><br/>UFV School of Business</p> | <p>I know this course is just having a change to its prerequisites, but I was just noticing that the learning outcomes were not well written. Develop an understanding is not specific or measurable. It should have some more specific language about what the student is going to be able to do with the course. I'm available to help craft better outcomes if they want.</p> <p>Best,</p> <p>Maureen Wideman, PhD<br/>Director of Teaching and Learning</p> | <p>Thanks for the comments Maureen. Ron Zitron, the course co-ordinator has reviewed and updated the learning outcomes.</p> <p><i>Kevin deWolde</i><br/>UFV School of Business</p> |

# MEMO



To: Campus-Wide Consultation  
From: Michelle Rhodes, Head, Department Head, Geography and the Environment  
Date: March 14, 2014 (amended 2014 04 03)  
Re: Pre-requisite Changes to: GEOG 311 and GEOG 318

---

The Geography Department requests approval for the following amendments to prerequisites for GEOG 311 and GEOG 318

- Add GEOG 257/CMNS 257 as a pre-requisite.

**Rationale:**

GEOG/CMNS 257 was added to the program 18 months ago. Any course which used GEOG 211 as a pre-requisite should also have been revised to allow for GEOG 257—the replacement course within the program. However, this was missed while our department was dealing with a high volume of other course and program revisions related to our external review.

Please note: we are not requesting a full, 6-year review at this time, and wish to retain the current scheduled review date.

**Current Pre-Requisites**

GEOG 311: One of the following: GEOG 211, GEOG 240, GEOG 242, BIO 210, ECON 100, ECON 101, or ECON 361

GEOG 318: One of the following: GEOG 201, 202, GEOG 211, GEOG 219 or GEOG 311

**Effective Date:**

September 2014

**Budget Implications:**

None

**CWC Comments:**

From: Rhonda Colwell  
Sent: March-26-14 10:13 AM  
To: Michelle Rhodes

Cc: Myra Hughes; Ashley Hoogendoorn; Samantha Pattridge  
Subject: RE: [CWC] GEOG course outlines

Hi all,

I have read this proposal and I have a couple of questions:

1. Because GEOG 257 is cross-listed with CMNS, should the notation in the course prerequisites be GEOG/CMNS 257 rather than GEOG 257?
2. Is it necessary to include ECON 361 in the prerequisites for GEOG 311? The prerequisites for ECON 361 are 45 university-level credits, including ECON 100 and ECON 101. GEOG 311 already includes ECON 100 and ECON 101 as options in the prerequisites.

Other than that, giving students more options to satisfy course prerequisites is always a good thing. :)

Thanks,  
Rhonda

---





ORIGINAL COURSE IMPLEMENTATION DATE: January 2002  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 2018  
 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:** GEOG 311

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

**Course Full Title:** Global Resources and the Environment

**Course Short Title:**

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Geography and the Environment

### Calendar Description:

This course investigates the relationships between communities, markets, and the environment in the use and management of natural resources. Consideration is given to how global markets influence spatial patterns of energy, mineral, forest, fish, and agricultural development; the use and overuse of renewable and common pool resources; and the challenges firms and communities face in incorporating sustainable planning principles into resource management. This course utilizes case studies of resource-dependent and Indigenous communities and regions in Canada and the U.S., as well as global examples of the changing nature of the industrial production of natural resources.

**Prerequisites (or NONE):** One of the following: GEOG 211, GEOG 240, GEOG 242, GEOG 257/CMNS 257, BIO 210, ECON 100, or ECON 101.

**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: 60**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 20        |
| Seminars/tutorials/workshops               | 35        |
| Laboratory hours                           |           |
| Field experience hours                     | 5         |
| 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):** 28

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

**Department / Program Head or Director:** Dr. Michelle Rhodes

**Date approved:** March 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** March 28, 2014

**Faculty Council approval**

**Date approved:** May 2014

**Dean/Associate VP:** Dr. Jaqueline Nolte

**Date approved:** May 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** June 20, 2014

## Learning Outcomes

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

1. Apply concepts and theories from economics and economic geography to the study of how a natural resource is produced and managed.
2. Describe, contrast, and critically analyze the management of commons and non-commons resources.
3. Provide argument for integrative, interdisciplinary, and multi-scalar approaches to problem-solving in resource management.
4. Identify flows of resource use and consumption for particular commodities.
5. Identify appropriate academic and non-academic sources for information on topics within resource geography, and how to critically utilize these sources in a research project.
6. Clearly convey the findings of one's research on a resource industry to a general audience.

## 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)

The format of the course may include lectures, assigned readings, discussion groups, oral presentations, and field trips. Particular emphasis is placed on student participation in seminars, group presentations, and field trips. Audio-visual materials and case studies will be used to support lecture material.

**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 - attached)

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                   | <u>Current Ed.</u> | <u>Place of Publication</u> | <u>Year Published</u> |
|------------------------------------------|---------------------------------------------------------------|--------------------|-----------------------------|-----------------------|
| 1. Armitage, Derek                       | Adaptive capacity and environmental governance                |                    | London                      | 2010                  |
| 2. Hackett, S.                           | Environmental and Natural Resource Economics                  |                    |                             | 2005                  |
| 3. Hayter, R.                            | Flexible Crossroads: The Restructuring of BC's Forest Economy |                    | UBC, Vancouver              | 2000                  |
| 4. Kurlansky, M.                         | Cod: A Biography of a Fish that Changed the World             |                    |                             | 1998                  |
| 5. Ostrom, E et al                       | Drama of the Commons. National Academe Press                  |                    |                             | 2002                  |

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

Field trip fee may be required.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | %   | Midterm exam:     | %   | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Exams(2):      | 35% | Reports (2)  | 30% | Discussion        | 10% | Total:     | 100% |

**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 course: How are natural resources and resource types identified? Ecosystem and resource services;                                                                                                     |
| Weeks 2-3 | Key Ideas in the Economic Geography of Natural Resources; The problem of scarcity and limits to growth; Sustainable Development                                                                                       |
| Weeks 3-4 | Neoclassical Approaches to Resource Development and Sustainability in Air and Water: Tradable Permits and Environmental Taxes; Ecological Modernization, decentralization, and other theories of institutional change |
| Week 5    | Exam 1; Mining and Energy: Can Mining be 'Sustainable'? Planning for Hard Rock Mining and Mine Recovery                                                                                                               |
| Week 6    | Energy: Industrial Inertia, Scarcity, and Available Options for the Future—Part 1: Renewables                                                                                                                         |
| Week 7    | Energy: Industrial Inertia, Scarcity, and Available Options for the Future—Part 2: Fossil Fuels and Part 3: Mountaintop Removal;                                                                                      |
| Week 8    | The Corn Economy: Agriculture, Agribusiness, and Food Provision on a Global Scale                                                                                                                                     |
| Week 9    | Exam 2; Commons Theory and Renewable Resource Development                                                                                                                                                             |
| Week 10   | Managing and Privatizing the Commons in Fisheries                                                                                                                                                                     |
| Week 11   | Forest Management in BC: Models for growth and sustainability                                                                                                                                                         |
| Week 12   | Co-Management in Forest and Ocean Resources                                                                                                                                                                           |
| Week 13   | Participatory (Action) Research and Resource Management on the Ground                                                                                                                                                 |
| Week 14   | Final projects and exam                                                                                                                                                                                               |

**GEOG 311**

**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:

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|     | <u>Author Surname,<br/>Initials</u>     | <u>Title (article, book, journal, etc.)</u>                                                                                  | <u>Current<br/>Edition</u> | <u>Publisher</u>                                    | <u>Year<br/>Published</u> |
|-----|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------|---------------------------|
| 1.  | Pereira, L., et al.                     | Coping with Water Scarcity: Addressing the Challenges                                                                        | <input type="checkbox"/>   | Springer                                            | 2009                      |
| 2.  | Wilmsen, C                              | Partnerships for Empowerment: Participatory Research for Community-Based Natural Resource Management                         | <input type="checkbox"/>   | Earthscan Publications Lmted                        | 2008                      |
| 3.  | Allison, E. JH.                         | Big laws, small catches: Global ocean governance and the fisheries crisis                                                    | <input type="checkbox"/>   | Journal of International Development                | 2001                      |
| 4.  | Armitage, D.R.                          | Community-based narwhal management in Nunavut, Canada: Change, uncertainty and adaptation                                    | <input type="checkbox"/>   | Society and Natural Resources                       | 2005                      |
| 5.  | Ballard, H. and Huntsinger, L.          | Salal Harvester Local Ecological Knowledge, Harvest Practices and Understory Management on the Olympic Peninsula, Washington | <input type="checkbox"/>   | Human Ecology                                       | 2006                      |
| 6.  | Bannon, I. and Collier, P.              | Natural Resources and Violent Conflict                                                                                       | <input type="checkbox"/>   | Washington, D.C.: The World Bank                    | 2003                      |
| 7.  | Bell, S.E. and York, R.                 | Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia                                    | <input type="checkbox"/>   | <i>Rural Sociology</i>                              | 2010                      |
| 8.  | Brewer, J.                              | Don't Fence Me In: Boundaries, policy, and deliberation in Maine's Lobster Commons                                           | <input type="checkbox"/>   | <i>Association of American Geographers Annals</i>   | 2012                      |
| 9.  | Bridge, G.                              | Contested terrain: Mining and the environment                                                                                | <input type="checkbox"/>   | <i>Annual Review of Environment &amp; Resources</i> | 2004                      |
| 10. |                                         | Mapping the Bonanza: Geographies of Mining Investment in the Era of Neoliberal Reform                                        | <input type="checkbox"/>   | <i>Professional Geographer</i>                      | 2004                      |
| 11. | Delpeuch, F., et al.                    | "Welcome to Wal-Mart" (Chapter 5), from <i>Globesity: A Planet out of Control?</i>                                           | <input type="checkbox"/>   | Earthscan                                           | 2010                      |
| 12. | Dusyk, N.                               | Downstream Effects of a Hybrid Forum: The Case of the Site C Hydroelectric Dam in British Columbia, Canada                   | <input type="checkbox"/>   | <i>Association of American Geographers Annals</i>   | 2011                      |
| 13. | Gardner, R., Ostrom, E., and Walker, J. | The Nature of Common-Pool Resource Problems                                                                                  | <input type="checkbox"/>   | <i>Rationality and Society</i>                      | 1990                      |
| 14. | Gibbs, D.                               | Ecological Modernization, Regional Economic Development and Regional Development Agencies                                    | <input type="checkbox"/>   | Geoforum                                            | 2000                      |
| 15. | Goldemberg, J.                          | Energy Choices Toward a Sustainable Future                                                                                   | <input type="checkbox"/>   | <i>Environment</i>                                  | 2007                      |
| 16. |                                         | Morality, Space, and the Power of Wind-Energy Landscapes                                                                     | <input type="checkbox"/>   | <i>Geographical Review</i>                          | 2000                      |
| 17. | Grima, A.P., Horton, S. and Kant, S.    | Introduction: Natural capital, poverty and development                                                                       | <input type="checkbox"/>   | Environment, Development and Sustainability         | 2003                      |
| 18. | Hardin, G                               | The Tragedy of the Commons                                                                                                   | <input type="checkbox"/>   | Science                                             | 1968                      |

|     |                               |                                                                                                                                                                                |                          |                                                                           |      |
|-----|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------|------|
| 19. | Hilson, G. and Basu, A.       | Devising Indicators of Sustainable Development for the Mining and Minerals Industry: An analysis of critical background issues                                                 | <input type="checkbox"/> | <i>International Journal of Sustainable Development and World Ecology</i> | 2003 |
| 20. | Huber, M                      | Enforcing Scarcity: Oil, Violence, and the Making of the Market                                                                                                                | <input type="checkbox"/> | <i>Association of American Geographers Annals</i>                         | 2011 |
| 21. | Joyce, A. and Satterfield, T. | Shellfish Aquaculture and First Nations Sovereignty: The<br>Shellfish Aquaculture and First Nations' Sovereignty: The quest for sustainable development in contested sea space | <input type="checkbox"/> | <i>Natural Resources Forum</i>                                            | 2010 |
| 22. | Larsen, S.                    | Place identity in a resource-dependent area of northern British Columbia                                                                                                       | <input type="checkbox"/> | <i>Association of American Geographers, Annals</i>                        | 2004 |
| 23. | McCarthy, J.                  | Neoliberalism and the politics of alternatives: Community forestry in British Columbia                                                                                         | <input type="checkbox"/> | <i>Association of American Geographers, Annals</i>                        | 2006 |
| 24. | McFarquhar, N.                | African farmers displaced as investors move in                                                                                                                                 | <input type="checkbox"/> | <i>The New York Times</i>                                                 | 2010 |
| 25. | Pasqualetti, M.               | The Alberta Oil Sands from Both Sides of the Border                                                                                                                            | <input type="checkbox"/> | <i>Geographical Review</i>                                                | 2009 |
| 26. | Rees, W.                      | Human nature, eco-footprints, and environmental justice                                                                                                                        | <input type="checkbox"/> | <i>Local Environment</i>                                                  | 2008 |
| 27. | Rice, A                       | Is there such a thing as Agro-Imperialism?                                                                                                                                     | <input type="checkbox"/> | <i>The New York Times Magazine</i>                                        | 2009 |
| 28. | Walker, R.                    | The Impact of Brazilian Biofuel Production in Amazonia                                                                                                                         | <input type="checkbox"/> | <i>Association of American Geographers Annals</i>                         | 2011 |
| 29. | Woods, B., and Gordon, J.     | Mountain Top Removal and Job Creation: Exploring the relationship using spatial regression                                                                                     | <input type="checkbox"/> | <i>Association of American Geographers Annals</i>                         | 2011 |
| 30. | Fox, J.                       | Film: Gasland                                                                                                                                                                  | <input type="checkbox"/> | HBO Documentary Films.                                                    | 2011 |
| 31. | Yale University               | Film: Leveling Appalachia                                                                                                                                                      | <input type="checkbox"/> | Environment 360 series                                                    | 2009 |



ORIGINAL COURSE IMPLEMENTATION DATE: January 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 2020  
 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:** GEOG 318

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

**Course Full Title:** Water Resources Management  
**Course Short Title:**

**Faculty:** Faculty of Science

**Department (or program if no department):** Geography and the Environment

### Calendar Description:

This course examines the issues surrounding water as a global resource and the scientific principles involved in water resources management. Emphasis is placed on the understanding of the role that water as a resource has within our societies, including our perception of water as a resource, contamination of water, treatment of water, and possible impacts on water supply resulting from climate change. Field trips outside of class time may be required. Please refer to department website for field trip scheduling information.

**Prerequisites (or NONE):** One of the following: GEOG 201, GEOG 202, GEOG 211, GEOG 219, GEOG 257/CMNS 257, or GEOG 311.

**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:** 60

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              | 40        |
| Seminars/tutorials/workshops               |           |
| Laboratory hours                           |           |
| Field experience hours                     | 20        |
| 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):** 28

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

**Department / Program Head or Director:** Dr. Michelle Rhodes

**Date approved:** October 3, 2013

**Campus-Wide Consultation (CWC)**

**Date of posting:** March 28, 2014

**Faculty Council approval**

**Date approved:** May 2, 2014

**Dean/Associate VP:** Dr. Lucy Lee & Dr. Jaqueline Nolte

**Date approved:** April 11, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** June 20, 2014

**GEOG 318**

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

Page 2 of 2

## Learning Outcomes

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

1. Critically discuss the nature of water as a global resource.
2. Collect, analyze, and present watershed and water quality data in written and graphical form.
3. Provide detailed written and verbal analysis of the threats to water resources.
4. Explain the characteristics of surface and groundwater resources.
5. Identify and critically discuss sustainable water management practices for different socio-spatial contexts.

## 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)

**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>Place of Publication</u> | <u>Year Published</u> |
|------------------------------------------|-----------------------------------------------------------|--------------------------|-----------------------------|-----------------------|
| Artiola, J.                              |                                                           |                          |                             |                       |
| 1. F., Pepper I. L., and Brusseau M.     | Environmental Monitoring and Characterization             | <input type="checkbox"/> | Elsevier, London            | 2004                  |
| 2. De Villiers, M.                       | Water                                                     | <input type="checkbox"/> | Stoddart, Toronto           | 1999                  |
| 3. Fagan, B.                             | Elixir. A history of Water and Humankind                  | <input type="checkbox"/> | New York                    | 2011                  |
| 4. Gordon, N.D., et al.                  | Stream Hydrology. An Introduction for Ecologists          | <input type="checkbox"/> |                             | 2004                  |
| 5. Pennington, K.L. and Cech, T.V.       | Introduction to Water Resources and Environmental Issues. | <input type="checkbox"/> | Cambridge                   | 2010                  |

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

Field trip fee may be required.

## Typical Evaluation Methods and Weighting

|                |     |                     |     |                             |   |            |      |
|----------------|-----|---------------------|-----|-----------------------------|---|------------|------|
| Final exam:    | %   | Assignments:        | %   | Midterm exam:               | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:           | %   | Field experience:           | % | Shop work: | %    |
| Exams(2):      | 30% | Field Work Reports: | 30% | Research Presentations: 40% |   | Total:     | 100% |

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

## Typical Course Content and Topics

1. Historical Overview of water as a resource.
2. Perception of water
3. Field Techniques of Watershed Assessment
4. Water Quality Monitoring
5. Water Contamination
6. Waste Water Treatment
7. Drinking Water Treatment
8. Conflict over Water Resources
9. Water Diversion
10. Impact of Climate Change on Water Resources
11. Sustainability of Water Usage

## For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

May 23, 2014 Faculty Council Items for Business – Change to BBA entrance requirements

**Memo**

To: Undergraduate Education Committee Assistant, Rosetta Khalideen, Program Development Coordinator

From: Frank Ulbrich, Director, School of Business

Date: March 5, 2013

Re: Proposal for Change to Bachelor of Business Administration Degree (entrance requirements)

1. Rationale for Change:

To assist in streamlining the process through OREG in-line with their new automation, as well as to make the admissions policy more equitable between high school and post-secondary applicants.

Program revision: Bachelor of Business Administration (track changes attached)

Campus-Wide Consultation (CWC) Date of Posting: April 18, 2014

- Based on feedback from CWC, changes to the wording have been made and are included in this proposal.



May 23, 2014 Faculty Council Items for Business – Change to BBA entrance requirements

Business Administration

[ufv.ca/busadmin](http://ufv.ca/busadmin)

## **Bachelor of Business Administration**

UFV offers a program leading to a Bachelor of Business Administration degree. The objective of this program is to produce graduates who are well-equipped to function in and adapt to the rapidly changing business environment. The program provides students with the opportunity to obtain a general background in business. Students are also expected to gain a strong general educational background and are required to meet course requirements in the areas of English, social science, science, and the humanities. The overall emphasis in the program is on developing management and analytical skills.

Students complete several categories of business and business-related courses. These include lower-level foundation courses (such as human resource management, marketing, accounting, mathematics, economics, and computing) that provide students with the tools they need for more advanced courses at the upper level. A set of core courses in business, mathematics, communications, and economics is required of all students at the upper and lower levels to ensure that they have a solid understanding of all the key functional areas in business.

Students have the option of concentrating in a functional area of business by taking a selection of specialized upper-level business courses. Students also complete advanced courses designed to integrate and provide context for the knowledge gained in earlier business courses. These courses develop comprehensive analytical skills, which prepare graduates to cope with the complex, multi-dimensional problems faced by the modern business manager. For details on options and concentrations, see [this section](#).

Entrance requirements

The Bachelor of Business Administration degree is a four-year program. Students may enter the program directly from high school, or they may ladder into the program from the two-year [Business Administration diploma](#).

Option 1: High school (for students with high school graduation only)

1. B.C. secondary school graduation or equivalent.
2. Prerequisites for [ENGL 105](#).
3. Prerequisites for [MATH 141](#) (including a C+ or better in one of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12).
4. One other [Approved Grade 12 course](#) with a minimum B grade.

May 23, 2014 Faculty Council Items for Business – Change to BBA entrance requirements

Option 2: University students. This option is available to students who have completed one or more university courses at a recognized institution and have met the following requirements:

1. One of the following:

- a minimum GPA of 2.67 on all university level credits attempted, or
- a ~~A~~-minimum of 30 credits transferrable to the BBA, with a minimum GPA of 2.67 calculated ~~over all on all~~ credits ~~attempted~~ that would be applicable to the BBA.

2. Prerequisites for [ENGL 105](#).

3. Prerequisites for [MATH 141](#).

Option 3: Departmental discretionary admission

The Business Administration department will also consider applications from Business Administration diploma graduates with at least five years of significant and relevant business experience after completion of the diploma, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. The department will exercise its discretion in such cases and, where warranted, accept students on a conditional basis.

Students accepted to the program under this applicant category may be required by the department to refresh their academic background by completing one or more lower-level business courses, as determined by the department, in addition to satisfying any course deficiencies.

Students applying under this category must contact the program chair prior to submitting a formal application in order to obtain a written statement of permission to apply. Permission given for this purpose does not imply acceptance; it only facilitates the application process.

May 23, 2014 Faculty Council Items for Business – Changes to BBA Accounting Option

**Memo**

To: Chair Undergraduate Education Committee

From: Director, School of Business

Date: March 25 2014

Subject: Changes to the BBA Accounting Option

The BBA Accounting Option was originally set up to allow students to fulfill the requirements of any of the three Accounting designations - CA, CGA, and CMA. Each designation required two different electives. Last year, the three professional accounting bodies in BC (CA, CGA and CMA) merged into a single professional designation – the Chartered Professional Accountant (CPA). This new organization required all post secondary institutions to provide information and content on courses students needed to complete before they begin the CPA professional program. After reviewing the course content and the competency profiles of the UFV courses, the CPA determined that a third, advanced level Management Accounting course was required. Further, specific content was required for the new course. The proposed course outline was developed with the criteria provided by the CPA and was submitted for review. CPA reviewed the new course and indicated they would be pleased to accept the course for CPA equivalency with no change.

This new course - Bus 448 – Advanced Management Accounting will now be a required course in the BBA Accounting option. All students wishing to pursue an Accounting Designation will be required to take this course. This will mean that there will be only one elective.

Previously there were two electives in the BBA Accounting Option but once a student decided which designation they were pursuing they had to take the electives required for that particular designation. This change will now allow students to choose one elective from any upper level business course. This will enhance and diversify elective choices.

May 23, 2014 Faculty Council Items for Business – Changes to BBA Accounting Option

## Business Administration

[ufv.ca/busadmin](http://ufv.ca/busadmin)

### Bachelor of Business Administration options and concentrations

Students in the third and fourth years of the program may choose to specialize in a functional area of business by taking a selection of prescribed courses as their upper-level electives. Concentrations generally require four courses in the area of specialization while options generally require double this amount.

### Accounting option

Accounting identifies, measures and communicates economic information to external groups such as investors, and to internal groups, such as managers. Even though many students in this option become accountants, UFV's Accounting option is flexible because of its easily transferable skills. Our accounting graduates have selected careers in areas such as banking, insurance, and consulting. The Accounting option provides the necessary prerequisites ~~or required courses for the professional designations of Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA), for the Chartered Professional Accountant (CPA) program~~

| Course             | Title                                                                     | Credits       |
|--------------------|---------------------------------------------------------------------------|---------------|
| BUS 343            | Intermediate Accounting I                                                 | 3             |
| BUS 344            | Intermediate Accounting II                                                | 3             |
| BUS 345            | Income Tax I                                                              | 3             |
| BUS 346            | Income Tax II                                                             | 3             |
| BUS 347            | Auditing Principles                                                       | 3             |
| BUS 348            | Management Accounting II                                                  | 3             |
| BUS 439            | Advanced Financial Accounting                                             | 3             |
| <del>BUS 448</del> | <del>Advanced Management Accounting</del>                                 | <del>3</del>  |
| BUS 449            | Financial Management II                                                   | 3             |
| Electives          | <del>Two One</del> upper-level Business <del>(Accounting)</del> electives | <del>63</del> |

### ~~Accounting electives~~

~~Two upper level Business electives for the Accounting option must be chosen from the following list:~~

| Course             | Title                                     | Credits      |
|--------------------|-------------------------------------------|--------------|
| <del>BUS 338</del> | <del>Accounting Information Systems</del> | <del>3</del> |

May 23, 2014 Faculty Council Items for Business – Changes to BBA Accounting Option

|                    |                                                      |              |
|--------------------|------------------------------------------------------|--------------|
| <del>BUS 350</del> | <del>Operations Management</del>                     | <del>3</del> |
| <del>BUS 433</del> | <del>Investments</del>                               | <del>3</del> |
| <del>BUS 434</del> | <del>Risk Management and Financial Engineering</del> | <del>3</del> |
| <del>BUS 435</del> | <del>International Finance</del>                     | <del>3</del> |
| <del>BUS 440</del> | <del>Management Information Systems</del>            | <del>3</del> |
| <del>BUS 443</del> | <del>Financial Accounting Theory</del>               | <del>3</del> |

~~Note: Students intending to pursue an accounting designation (CA, CGA, CMA) should check the requirements of their chosen designation before choosing electives. The three designations differ in their requirements.~~

|                                                         |                  |                |
|---------------------------------------------------------|------------------|----------------|
| Department / Program Head or Director: Dr Frank Ulbrich | Date approved:   | April 8, 2014  |
| Campus-Wide Consultation (CWC)                          | Date of posting: | April 18, 2014 |
| Faculty Council approval                                | Date approved:   | May 23, 2014   |



**MEMORANDUM**

**To:** CACC/UEC  
**From:** John Pitcher, Hilary Turner, Dept. Head  
**Date:** *February 16 May 19, June 15, 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 error, 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 (previously approved by UEC).

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: Not including the breadth requirement of 30 credits, and 18 elective credits, it is possible to complete the program with between 96 and 102 credits.

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.

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.

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

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.





**Memo:**

To: UEC

Subject: Heavy Duty/Commercial Transport name change

From: Deborah Hawkes

Faculty of Applied and Technical Studies

Date: June 9, 2014

---

Recently we brought ITA mandated changes for our Heavy Duty/Commercial Transport program through UEC for approval. We neglected at that time to include the name change to "Heavy Mechanical Foundation Program". We would request that we make this change retroactively now as a part of that earlier submission so that our program curriculum is in line with other programs being offered in the province. We apologize for any confusion caused by not submitting this all at once. See the link below with info from the ITA on this topic. Hope this helps.

<http://www.transportationcareers.ca/>

# MEMO



To: Amanda Grimson (for submission to UEC)  
From: Wenona Victor, Chair of the Indigenous Studies Program Working Group  
Date: June 11<sup>th</sup> 2014  
Re: BA, Indigenous Studies Major & Minor Program

---

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



Full Program Proposal

Bachelor of Arts, Indigenous Studies Major and Minor

**UNIVERSITY OF THE FRASER VALLEY**

College of Arts

Submitted to Undergraduate Education Committee

Date: June 11<sup>th</sup> 2014

This material is for internal distribution and use only.

©Indigenous Studies Program Working Group

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 1

**TABLE OF CONTENTS**

|                                            |    |
|--------------------------------------------|----|
| 1. Executive Summary                       | 3  |
| 2. Degree Level Standards                  | 8  |
| 3. Credential Recognition and Nomenclature | 11 |
| 4. Curriculum/Program Content              | 11 |
| 5. Learning Methodologies/Program Delivery | 18 |
| 6. Admission and Transfer/Residency        | 18 |
| 7. Faculty                                 | 19 |
| 8. Program Resources                       | 20 |
| 9. Program Consultation                    | 21 |
| 10. Program Review and Assessment          | 23 |

Appendix 1: Learning Outcomes Alignment

Appendix 2: Indigenous Studies Teaching Philosophy

Appendix 3: Employment and Career Opportunities for Graduates of Indigenous Studies Programs

Appendix 4: Articulation of IPK courses

Appendix 5: Indigenous Studies programs in British Columbia

Appendix 6: New courses

Appendix 7: Faculty Curriculum Vitae

Appendix 8: Library Resources

Appendix 9: Indigenous Studies Preference Survey (2009)

Appendix 10: Student Interest Survey (2014)

Appendix 11: Community Engagement Report

Appendix 12: Letters of Support

**1) Executive Summary****a. 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).

UFV recognizes that it is located in the traditional territory of the Stó:lō peoples, it strives to be a place of learning that respects and includes Indigenous ways of knowing, and it is committed to the creation of a safe, welcoming place for Indigenous students in particular. Its mandate to Indigenize the university—through its programming, pedagogical practices, and governance—is an institutional priority.

**b. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study:**

Bachelor of Arts, Indigenous Studies (Major and Minor)

**c. Location:**

The majority of the courses will be offered on the Abbotsford and Chilliwack campuses and when circumstances allow, in partnership with local Stó:lō and First Nations' communities and agencies on their premises.

**d. Faculty(ies) or school(s) offering the proposed new degree program:**

The IS (Indigenous Studies) program includes courses from a wide range of disciplines mostly, but not exclusively, in the College of Arts (Anthropology, Sociology, History, Indigenous Peoples' Knowledges, Geography, Halq'eméylem and Social Work). The Program will be housed in the College of Arts.

**e. Anticipated program start date:** September 2015**f. Anticipated completion time in years or semesters:**

The degree requires a minimum of 120 credits. A student taking 5 courses per semester could complete the degree in 4 years (8 semesters). The College of Arts will consider offering this degree in a 3 year condensed format after implementation. This 3 year condensed delivery will include 6 credits of course work to be completed during the Spring semester (May/June) each year, and two practicum placements during the Summer semester (July/August) at the end of years 2 and 3 for a total of 11 semesters. The three year delivery format would respond to the needs of the First Nation communities and organizations looking to hire UFV IS graduates as quickly as possible as well as minimizing odds of attrition due to a host of factors impacting Indigenous students (e.g., family and community responsibilities, work and income responsibilities).

**g. A summary of the proposed program****Aims, goals and/or objectives of the proposed program**

UFV aims to provide an education to students from all ethnic and cultural backgrounds that reflects and respects the Indigenous peoples on whose territory our university sits, and teaches students how to live in balance and harmony with this land by respecting the teachings and laws of its people.

The topics addressed in this multidisciplinary program include contemporary social, political and economic issues related to Indigenous historical understanding and the effects of colonization; Indigenous culture, world views and spirituality; Indigenous governance, resource management and community sustainability; and Indigenous health and healing.

Graduates will acquire skills necessary to work with or in Indigenous communities and/or government agencies to develop co-management approaches capable of addressing Indigenous communities' needs and priorities. They will be equipped to ensure that Indigenous communities, families, Elders, leaders and members control and own the process and results of educational, developmental and occupational initiatives. More generally, graduates of this degree will be well prepared to work in a variety of settings and/or agencies to improve relations between Indigenous peoples and settler communities.

Reflecting the importance of UFV's location in the heart of Stó:lō territory, this degree is place-based and strongly rooted in and guided by the epistemologies and cultural knowledge of Coast Salish peoples.

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

UFV's strategic priorities to provide the best undergraduate education in Canada and to become a leader of social, cultural, economic and environmentally-responsible development in the Fraser Valley will remain incomplete as long as UFV programming does not include a focused option in Indigenous studies. This program will assist UFV to "partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities."

In line with UFV's third strategic priority, this degree is innovative in meeting contemporary labour market needs in relation to Indigenous issues while respecting and honoring Indigenous ways of knowing. It is also accountable in its design, resulting from years of extensive consultation and engagement with the Stó:lō and other Indigenous stakeholders.

This degree will also go a long way in addressing the university's stated commitment to Indigenize the institution (a priority identified in the 2010-2015 Education Plan), both in terms of program content and in its delivery mode based on a deep respect for Indigenous voices. In so doing it satisfies the social and political demands of the Ministry of Advanced Education and Labour Market Development for more post-secondary offerings in Aboriginal Studies generally.

This initiative is also aligned with UFV's commitment to strengthening community partnerships and fostering interdisciplinary and cross-departmental studies.

**Linkages between [UFV's Institutional Learning Outcomes](#), the program's learning outcomes, and the curriculum design**

Students who graduate with a Bachelor of Arts, Indigenous Studies major or minor will meet UFV's Institutional Learning Outcomes through the combination of requirements for this specialization and for the BA.

In particular, graduates of the Indigenous Studies major and minor will be able to:

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 4

1. Respectfully identify and implement processes of de-colonization that empower Indigenous ways of knowing and improve Indigenous and non-Indigenous relations;
2. Identify what is relevant to Indigenous resurgence and empowerment;
3. Bridge worldview differences and understand cultural differences between Indigenous and settler societies;
4. Use Indigenous research methodologies can develop research questions that address contemporary Indigenous issues and/or Indigenous and Settler relations
5. Be innovative, capable, and effective in enacting change in specific real-world and workplace environments.

See Appendix 1 for the alignment of institutional, program, and course learning outcomes.

#### **Work experience/work place term required for degree completion (their purpose and role)**

While the majority of the program's learning outcomes will be achieved through course work, two field placements will also be available (they will be mandatory for the three-year condensed format and available to students in the four-year stream).

Field and practicum placements will be carefully monitored and supervised by UFV Indigenous faculty and placements will be based upon students' career plans. They will provide opportunity for students to implement some of the knowledge they are acquiring and experience firsthand the results of such application. These experiential opportunities are key as knowledge accumulation in and of itself is not as highly valued within Indigenous worldviews as the ability to apply one's knowledge. These placements will provide Indigenous and non-Indigenous students the valuable opportunity to build reciprocal and respectful relations with Indigenous communities and agencies.

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

Given the multi-disciplinary approach of this program, graduates will be well equipped to continue at the graduate level in a variety of disciplines and schools. They will be prepared to pursue research in topics relevant to Indigenous peoples and communities, and to relations between Indigenous and non-Indigenous societies (including Indigenous rights analysis, treaty settlement, and resource management).

Graduates of the program will also be well suited for positions with First Nation communities and agencies, and with organizations and Government ministries that service and impact First Nation communities (particularly around issues of treaty and land settlement negotiations, policy development, and resource management). They will also be prepared to work in the Public Service, especially in schools, prisons, and municipalities that work with First Nations people.

A detailed analysis of employment opportunities available to graduates of Indigenous studies programs similar to the one proposed here is available in Appendix 1.

#### **Delivery methods**

The IS program will be delivered using both standard classroom learning styles (in face-to-face, hybrid and fully online formats), as well as practical and experiential learning through field trips, practicum placements, guest speakers from local Indigenous communities, Elder knowledge, circle learning and Stó:lō cultural teachings. Courses may be offered in a condensed one-week or weekend format. When circumstances allow, courses will be offered in the local Indigenous communities and students will have

daily access to Stó:lō Elders and cultural practices. All courses and pedagogy will use the teachings of the medicine wheel to guide content, assessment and student satisfaction. See Appendix 2 for the teaching philosophy that will inform the delivery of the courses in the program.

#### **Program strengths**

The UFV IS major/minor program will educate the mind, body, spirit and emotions of both Indigenous and non-Indigenous students, thus providing a truly authentic experience and knowledge base steeped in Indigenous culture and epistemologies. This program is focused on Indigenous ways of knowing, Indigenous issues, contemporary challenges and processes of decolonization with the aim of improving Indigenous/Settler society relations and forging new paths and relations. Graduates from this degree will be able to use what they have learned and not only apply them to everyday issues and challenges, but be better able to forge new paths and relations.

#### **An overview of the level of support and recognition from other post-secondary institutions**

Several Indigenous communities and academic programs have been consulted and are supporting this initiative. These include: Coqualeetza Cultural and Education Society; Stó:lō Shxwéł Halq'eméylem Language Program; Nicola Valley Institute of Technology; Stó:lō Research and Resource Management Centre; UBC – Indigenous Education Program; UBC – N.I.T.E.P.; Shxwhá:y First Nation; Stó:lō Nation Society; Ts'elxwéyeqw Tribes.

#### **Plans for admission and transfer within the British Columbia post-secondary education system**

The Halq'eméylem language courses and IPK 277 (Indigenous Art: Stories and Protocols) are articulated with several institutions in British Columbia. All other IPK courses have been articulated with TRU and UNBC, and transfer credits will be sought from other institutions as well. (See Appendix 2 for institutions currently granting transfer credits for IPK courses.) For articulation of non-IPK courses (offered in various disciplines) see BCCAT Transfer Guide.

#### **Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.**

The proposed BA – IS program will build on existing programming in Indigenous studies at UFV (see <http://www.ufv.ca/calendar/winter-summer-2014/ProgramsF-L/IS.htm>). Students who have completed the following certificates and diplomas will be able to bring credits earned into the minor and major:

- Stó:lō Studies Certificate
- Indigenous Arts Certificate (Honouring Our Gifts)
- Indigenous Maps, Films, Rights, and Land Claims Certificate
- Aboriginal Culture and Language Support Diploma
- Social Services Diploma—First Nations Option
- Certificate in Extended Studies in Social Services—First Nations Option.

The proposed program also offers a much needed contribution to the Indigenous programs in existence across British Columbia. It is built upon a strong multi-disciplinary foundation that will provide students great flexibility in shaping their credential and academic training to their interests and career aspirations.



The broad multi-disciplinary nature of the UFV's program distinguishes it from SFU's and UBC Okanagan's programs which are more narrowly built both based on a dual-subject or discipline model (at SFU, First Nations Studies and Archaeology, or First Nations Studies and Linguistics, and Anthropology and History at UBC-O).

Only Vancouver Island University, the University of Northern British Columbia and the University of British Columbia offer comparable breadth / flexibility, but they are significantly beyond our catchment area.

The nearest geographical institutions to ours, Kwantlen Polytechnic University, does not offer an Indigenous studies program, and Thompson Rivers University offers only a certificate in Aboriginal studies with a focus on Anthropology.

See appendix 4, Indigenous Studies programs in British Columbia

It is important for the Fraser Valley, a substantial and rapidly growing region within the province, to offer its own place-based Indigenous Studies program. The large and diverse Indigenous population of the region has repeatedly requested that UFV develop such a credential for the members of their communities. They do not, at present, feel adequately served by existing BA Major/Minor programs in other parts of the province.

**h. Names, titles, e-mail addresses of the members of the program working group, and any members of a reference group, and the name and e-mail address of the Dean or Deans of the faculties involved.**

Program Working Group members:

|                   |                                                |                                                                    |
|-------------------|------------------------------------------------|--------------------------------------------------------------------|
| Dr. Wenona Victor | UFV faculty member, Indigenous Studies         | <a href="mailto:wenona.victor@ufv.ca">wenona.victor@ufv.ca</a>     |
| Dr. Ken Brealey   | UFV Associate Dean of Faculty, College of Arts | <a href="mailto:ken.brealey@ufv.ca">ken.brealey@ufv.ca</a>         |
| Shirley Hardman   | UFV Senior Advisor on Indigenous Affairs       | <a href="mailto:shirley.hardman@ufv.ca">shirley.hardman@ufv.ca</a> |

The Program Working Group acknowledges the work of members of the Indigenous Studies Advisory Committee and the 2010-2012 Curriculum Working Group. See section 9 for a detailed list of all who have contributed to the development of this program since 2009.

**2) Degree Level Standard****2.1 Depth and Breadth of Knowledge**

This degree is anchored by Indigenous language courses and Indigenous Peoples' Knowledges courses (which, at UFV, is the term used for traditional knowledge). All students in the Major will be required to take 6 credits of Indigenous languages, 14-16 IPK credits, and they will have the option to take 8 additional IPK credits (thus 30 out of a total of 50-56 credits). In addition, the Major requirements include courses in various disciplines taught by Indigenous scholars. The Minor is centered entirely on Indigenous language and IPK courses. This ensures that the particular and unique epistemology of Indigenous people is at the core of the curriculum.

This core knowledge provides students with a foundation in an ontology and epistemology which will both enrich and guide their understanding and interpretation of the other courses outside of Indigenous Studies, and that complete their BA requirements (see [general requirements for a BA at UFV](#)).

In order to provide breadth within the major and minor the courses are organized around four themes: Indigenous History, Social Relations and Governance, Land and Culture, and World View and Spirituality.

Students will be encouraged to combine their Indigenous Studies major or minor with other relevant specializations offered at UFV, either within the Bachelor of Arts degree or in other degrees. This may include political science, sociology, history, environmental studies (currently under development), global development studies, social work, or education.

**2.2 Knowledge of Methodologies and Research**

Graduates of the Indigenous Studies Major and Minor will develop a familiarity with methodological approaches ranging from participant observation guided by Indigenous protocols, to hermeneutic and interpretive frameworks, and field based empirical analysis. The two core courses on Indigenous Research Methodologies (IPK 344 [currently 444]) and Indigenous Worldviews (IPK 386 [currently 446]) are particularly important to articulating the differences between Indigenous Research Methodologies (IRM) and the perspectives offered in other disciplines. The use of IRM further accomplishes several program objectives, such as guiding processes of decolonization and Indigenous empowerment. As articulated by Kovach (2009)<sup>1</sup>, Indigenous research method is guided by:

- (a) experience as a legitimate way of knowing;
- (b) storytelling, as a legitimate way of sharing knowledge;
- (c) receptivity and relationship between researcher and participants; and
- (d) collectivity as a way of knowing that assumes reciprocity to the community.

Thus Indigenous research:

- (a) is fluid;
- (b) benefits the Indigenous community;

---

<sup>1</sup> Kovach, Margaret. (2009). *Indigenous Methodologies Characteristics, Conversations, and Contexts*. Toronto: University of Toronto Press

- (c) leads to some change “out there,” i.e., it makes a difference;
- (d) is based on trust, and the researcher must have a deep sense of responsibility in order to uphold this trust.

Fourth year students opting to take the IPK 403 Capstone course will be provided with an opportunity to engage in Indigenous research methodologies, by developing research questions in partnership with a First Nations community while under the guidance and support of UFV Faculty (see course outline).

The Indigenous language requirement also provides a tangible example of Indigenous methodology. UFV's Halq'eméylem language courses, for instance, aside from introducing English speaking students to a process-oriented worldview, teach students about the traditional and contemporary protocols of learning from an elder, and using traditional songs and stories. This emphasis put the wants and desires of the Indigenous community at the centre of the inquiry, and embraces the ceremony that lies at the heart of the interaction.

### **2.3 Application of Knowledge**

Several courses included in this program (e.g., First Nations Studies 101, 102, 201, 202, History 103, and the IPK courses) have an applied component or focus. In these courses students learn appropriate ways of approaching Elders and Indigenous communities (including Métis and urban organizations) and have the opportunity to practice these skills with community guests in the classrooms and on field trips to sites such as community longhouses. Course learning is grounded in the values and spiritual foundations of the ones who keep the knowledge.

Opportunities for applied learning outside of the classroom will also be provided to students in the Major through the practicum course. Practicum placements will offer an opportunity to apply theory and new ways of doing to real current contemporary issues pertaining to Indigenous peoples. All practicum placements will be supervised by a UFV Faculty member as well as by a field supervisor. Placements will be based upon student interest and applicability to meeting program goals and objectives, as well as the placement's ability and willingness to house practicum students. Such placements will include First Nations, Metis, Indigenous and government agencies and societies, as well as private and for profit sectors.

Finally, students in the Major will be required to complete 12-14 credits from a selection of courses offered by the Communication and Business departments and selected to provide applied skills that will be directly relevant in the workplace. These include courses in business, management, and non-profit management; public relations and advocacy communication; oral communications for professionals; professional report and grant writing; and team and small group communication for the workplace.

### **2.4 Communication Skills**

BAIS students will be required to meet the basic writing requirements of the Bachelor of Arts program. They will further hone their written and oral communication skills by completing several essay requirements and oral assignments throughout years one to four. The interdisciplinary nature of the

curriculum will also facilitate the development of communication skills across a range of disciplinary traditions. Further, students will learn to communicate successfully in both the Euro-Canadian culture and the cultures of Indigenous peoples. For instance, First Nations Studies 201 (*Stó:lō Communications and World View*) explores Stó:lō learning styles and oral traditions, and compares them to Western pedagogy and modes of communication. Students will thus be encouraged to recognize critical differences in communication styles and patterns, and respect the complexity of cross-cultural communication issues.

Most significantly, this program requires that all students take an introduction to an Indigenous language (either in Halq'eméylem offered at UFV or in another Indigenous language). This requirement acknowledges that language embodies a culture (and assists in the revival, maintenance and development of the once nearly decimated Aboriginal languages). The Indigenous language requirement introduces students to the process oriented world view of an Aboriginal culture, and sets a standard for a base-level competency in understanding how to navigate within a different set of cultural assumptions. The Elder Advisor to this degree states that “we all have to learn to listen so that we can listen to learn.” Listening in this instance is complex. We listen with our minds and our hearts. We are encouraged to allow the mind and the heart to work together to achieve *Lets’e Mot Lets’e Thale* (One Mind One Heart). Students will come to deeply understand statements like the one the Elder makes when s/he embraces the Indigenous language. It is also through their exposure to Indigenous languages that IS students will be better able to identify key worldview differences and ultimately improve the effectiveness of their communication styles both in the work place, academically, and even in personal/social interactions.

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

A student’s awareness of the limits of his or her knowledge is perhaps more crucial in the field of Indigenous Studies than in many other academic subjects because of the legacies of colonialism and racism which have created barriers to awareness of the cultural knowledge and complexities of Indigenous peoples in Western societies. Students (of all backgrounds including First Nations, Indigenous, and Metis) will often bring eurocentric perspectives with them into their post-secondary education which impede cross-cultural understanding. Across the disciplines, UFV instructors teaching courses with Indigenous content consistently work to make students aware of the broad world of compelling perspectives existing in Indigenous and Metis societies. This degree is explicitly structured to insure that students experience courses taught from an Indigenous perspective, participate in curriculum developed by and delivered in Indigenous communities, with an introduction to an Indigenous language. These requirements ensure that students will attain the self-awareness of the limits of their own cultural lens and bias. With that understanding come the humility and the respect necessary to embrace Indigenous ways of knowing, to ensure academic success, and to understand their own unique roles in future careers involving work with and for Indigenous communities, as well with and for Canadian governments and agencies

## **2.6 Professional Capacity/Autonomy**

Given the multidisciplinary approach that is steeped in Indigenous protocol, pedagogy and ways of knowing, graduates from this program will be well equipped and capable of maneuvering a variety of different employment fields, including private and non-private sectors, government agencies as well as First Nation communities. Graduates will be well versed in professional conduct and effective

communication skills that re-centers Indigenous knowledge(s) and empowers Indigenous peoples, families, communities and nations. Given the often contentious climate found in relation to resource extraction, land management and reconciliation of past harms, graduates will necessarily require skills of diplomacy that must both bridge the cultural divide as well as ensure the empowerment of the dispossessed, subjugated and oppressed peoples of Canada's colonial history in order to meet both their personal and social responsibilities as members of the academic community.

### **3) Credential Recognition and Nomenclature**

Indigenous Studies is the nomenclature most commonly used in post-secondary institutions worldwide when referring to the de-colonized study of colonial processes, Aboriginal peoples, and Aboriginal culture. For example Queens, McGill, Trent, McMaster, York, Athabasca, and Lakehead, and the University of Toronto, Calgary, Regina have Indigenous Studies programs. The First Nation University of Canada likewise offers an Indigenous Studies program. The University of Alberta has in recent years embraced the terminology "Indigenous Studies" and "Indigenous Student Services" casting off the previous moniker of "Native." In British Columbia UBC, UVIC, TRU, Langara, Camosun, Kwantlen, and UNBC have forms of Indigenous Studies. The Nicola Valley Institute of Technology, while it does not have Indigenous Studies, has an "Indigenization Project".

The term Indigenous, perhaps most importantly, is the term put forth by the Aboriginal Community Council of the University of the Fraser Valley when it recommended that the university "Establish a Department of Indigenous Studies" and "Offer degree studies with a Minor / Major in Indigenous Studies".

Additionally, Indigenous Studies is the most widely accepted credential internationally. Australia, New Zealand, and Canada are leading the discipline, and typically such credentials require the inter-disciplinary study of anthropology, archaeology, education, law, history, philosophy, political science, sociology, health sciences, linguistics, and cultural studies. Additionally, many journals and Centers are dedicated to this area of study.

### **4) Curriculum/Program Content**

The development of the Bachelor of Arts in Indigenous Studies has been guided by the voice and view of the local First Nations, Metis and Indigenous communities. In the meetings leading to the design of the degree, the Medicine Wheel teachings emerged as the most natural organizational tool to embrace the holistic Indigenized learning that is desired in this degree. The Medicine Wheel "quadrants" allow for the categorization of divisions of learning while honoring the interconnectedness and fluidity of how we learn throughout our lives. As our Elder, Terry "P'ulsemet" Prest (Skwah), explains, "while there are stages in life, and parts of ourselves: Mind (mental), Body (physical), Spirit (spiritual), and Heart (emotional), rarely do we find ourselves in just one of these places. We don't understand in just one of these ways. We move freely back and forth. Listening and learning." The characterization of the wheel will allow students to locate themselves on the wheel while recognizing the symbolic significance of where they are and what they are learning.

The Medicine Wheel provides a way to place ourselves in the universe. The Wheel escapes the linearity of Western thinking and learning and introduces an Indigenous way of viewing the world. Using it to guide and organize the IS degree will help ensure graduates are truly ready to apply what they have learned to real and contemporary issues. It also honors UFV's larger goal of "Indigenizing Our Academy." By employing an Indigenous conceptual tool for the development of our Indigenous Studies degree, we achieved the University's institutional objective of 'Indigenization' in perhaps the most genuine way possible. The effort to Indigenize UFV includes a commitment to allow ourselves to be guided by Indigenous values, to reflect and include Indigenous ways of knowing, learning and being in the world. The Medicine Wheel design is the quintessence of Indigenization.

This degree is uniquely anchored in the knowledge and teachings of the local First Nations peoples of the Stó:lō Nation. At its core are the Stó:lō studies, the Halq'eméylem language and the influence of the Stó:lō Elder teachings from Aboriginal Access Services. It is believed that the scaffolding of the Stó:lō studies and language honors the local peoples and ensures that students in the program are first and foremost prepared to understand the issues of Nation building and sovereignty in the territory in which they study.

The course and concentration selections in this degree proposal include, but are not limited to, the local and international aspects of Indigenous relations in transitional and settler societies; Indigenous ways of knowing; philosophy and spirituality as mediators between humanity and our natural and built environments; aesthetics and culture; the challenges of governance and cultural resource and heritage management; social, education and community development and health; and the historical geographies of contact and colonization. As such, this degree proposal is unique and distinct as it is firmly rooted in the culture and science of the local First Nations people – the Stó:lō.

The remaining courses to complete this degree are organized in accordance with the Medicine Wheel into the following four themed areas of study:

1. North: Indigenous History
2. South: Social Relations and Governance
3. East: Land and Culture
4. West: World View and Spirituality

Each theme has been chosen with employment and career applicability in mind. Students completing the IS program, whether they are taking a minor or major, will be required to take courses from each of the four themes, ensuring they develop a holistic appreciation of Indigenous cultures and perspectives while recognizing the interconnectedness and inter-related learning embedded in the teachings of the medicine wheel. In this way, Indigenous culture is embedded not only in the courses, but also in the design of the degree.

The standard completion time for this program will be four years if the student completes 30 credits of coursework a year.

**New and Revised Courses**

The program requires the creation of four new courses:

- IPK 401: World View and Spirituality
- IPK 402: Practicum
- IPK 403: Capstone
- IPK 404: Directed Studies

Proposed outlines for new courses are attached in Appendix 5.

Three courses will be revised:

- IPK 331: Indigenous Leadership For Tomorrow I (to be revised to *History of Indigenous Leadership*)
- IPK 444: Indigenous Methodologies (will be moved to third year, and renumbered IPK 344)
- IPK 486: Worldviews of Indigenous Peoples in North America (will be moved to third year, and renumbered IPK 386)

The specific requirements for the major and minor are described in the Program Course Grids below. Students who have met the entrance requirements for the UFV Bachelor of Arts will be able to declare a major or minor in Indigenous Studies after completion of at least 30 university level credits with a minimum of 2.0 CGPA on all credits attempted. Students must declare their intention to enroll in the Indigenous Studies Major by the time they have completed 60 university-level credits. Students are encouraged to declare after 30 credits.

**BA, Indigenous Studies Major**

|                                        | Lower-level courses (total 24 credits)                                                                                                                                          | Upper-level courses (total 32 credits)                                                                                                                                                              | Credits      |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Halq'eméylem Language</b>           | Two of (or equivalent in another Indigenous language): <a href="#">HALQ 101</a> (3), <a href="#">HALQ 102</a> (3), <a href="#">HALQ 201</a> (3) or <a href="#">HALQ 202</a> (3) |                                                                                                                                                                                                     | 6            |
| <b>Indigenous Peoples Knowledge</b>    |                                                                                                                                                                                 | IPK 344 [currently <a href="#">IPK 444</a> ]: <i>Indigenous Methodologies</i> (4) and<br>IPK 386 [currently <a href="#">IPK 486</a> ]: <i>Worldviews of Indigenous Peoples in North America</i> (4) | 8            |
| <b>Indigenous History</b>              | ONE lower-level course from list <b>1a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>1b</b> (3-4)                                                                                                                                                    | 6-7          |
| <b>Social Relations and Governance</b> | ONE lower-level course from list <b>2a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>2b</b> (3-4)                                                                                                                                                    | 6-7          |
| <b>Land and Culture</b>                | ONE lower-level course from list <b>3a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>3b</b> (3-4)                                                                                                                                                    | 6-7          |
| <b>World View and Spirituality</b>     | ONE lower-level course from list <b>4a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>4b</b> (3-4)                                                                                                                                                    | 6-7          |
| <b>Applied Skills</b>                  | TWO lower-level courses from list <b>5a</b> (6)                                                                                                                                 | Two upper-level courses from list <b>5b</b> or IPK 402: <i>Practicum</i> [new] or IPK 403: <i>Capstone</i> [new], for a total of 6-8 credits or IPK 404: <i>Directed Studies</i> [new]              | 12-14        |
| <b>TOTAL Credits</b>                   |                                                                                                                                                                                 |                                                                                                                                                                                                     | <b>50-56</b> |

Note: The same course cannot count toward more than one requirement.

At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.

**BA, Indigenous Studies Minor**

|                                        | Lower-level courses (total 6 credits)                                                                                                                                           | Upper-level courses (total 24 credits)                                                                                                                                                              | Credits   |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Halq'eméylem Language</b>           | Two of (or equivalent in another Indigenous language): <a href="#">HALQ 101</a> (3), <a href="#">HALQ 102</a> (3), <a href="#">HALQ 201</a> (3) or <a href="#">HALQ 202</a> (3) |                                                                                                                                                                                                     | 6         |
| <b>Indigenous Peoples Knowledge</b>    |                                                                                                                                                                                 | IPK 344 [currently <a href="#">IPK 444</a> ]: <i>Indigenous Methodologies</i> (4) and<br>IPK 386 [currently <a href="#">IPK 486</a> ]: <i>Worldviews of Indigenous Peoples in North America</i> (4) | 8         |
| <b>Indigenous History</b>              |                                                                                                                                                                                 | <a href="#">IPK 331</a> : <i>History of Indigenous Leadership</i> [[current <i>Indigenous Leadership For Tomorrow I</i> to be revised]] (4)                                                         | 4         |
| <b>Social Relations and Governance</b> |                                                                                                                                                                                 | <a href="#">IPK 332</a> : <i>Indigenous Leadership: Yesterday and Today for Tomorrow II</i> (4)                                                                                                     | 4         |
| <b>Land and Culture</b>                |                                                                                                                                                                                 | <a href="#">IPK 477</a> : <i>Traditional Ecological Knowledges</i> (4)                                                                                                                              | 4         |
| <b>World View and Spirituality</b>     |                                                                                                                                                                                 | IPK 401: <i>World View and Spirituality Course</i> [new] (4)                                                                                                                                        | 4         |
| <b>TOTAL Credits</b>                   |                                                                                                                                                                                 |                                                                                                                                                                                                     | <b>30</b> |

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 14



**BA, Indigenous Studies: Thematic Lists**

| Thematic List                                                                                                                   | Pre-requisites                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1a: Indigenous History, lower-level</b>                                                                                      |                                                                                                                                                                                                                        |
| <a href="#">ANTH 111</a> : First Nations in British Columbia – Traditional Cultures                                             | None                                                                                                                                                                                                                   |
| <a href="#">FNST 101</a> : Stó:lō Nation Development                                                                            | None                                                                                                                                                                                                                   |
| <a href="#">HIST 103</a> : Stó:lō History                                                                                       | None                                                                                                                                                                                                                   |
| <a href="#">HIST 161</a> : Aztecs, Mayas and Spaniards                                                                          | None                                                                                                                                                                                                                   |
| <b>1b: Indigenous History, upper-level</b>                                                                                      |                                                                                                                                                                                                                        |
| <a href="#">IPK 331</a> : History of Indigenous Leadership [ <i>current Indigenous Leadership For Tomorrow I</i> to be revised] | 45 university-level credits including one of the following: HIST 103, FNST 202, POSC 100, 110, 120 or FNST 275/EDUC 275.                                                                                               |
| <a href="#">ADED 365</a> : History of Aboriginal Adult Education in Canada                                                      | ADED 365: Enrolment in an Adult Ed program, 30 credits including ADED 210, one of (ENGL 105, CMNS 125, or CMNS 155) and one of (CMNS 251, ENGL 120, ENGL 150 or ENGL 170); and one of ADED 310, ADED 320, or ADED 360. |
| <a href="#">AH 321</a> : Canada: A Contact Zone                                                                                 | 9 credits of 100 and or 200-level Art History, or 45 university-level credits and instructor's permission                                                                                                              |
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada                                               | 9 credits of lower-level history or 45 university level credits                                                                                                                                                        |
| <a href="#">HIST 396i</a> : Topics in North American History: Rights, Title and Land                                            | 9 credits of lower-level history or 45 university level credits                                                                                                                                                        |
| <a href="#">HIST 399e</a> : Special Topics in History I: Films, Histories and Land                                              | 9 credits of lower-level history or 45 university level credits. Familiarity with the basic skills of historical inquiry is expected.                                                                                  |
| <a href="#">HIST 426</a> : Aboriginal Peoples and Warfare in Canada: Pre-contact to Present                                     | One of HIST 101, 102 or 226; six additional credits of lower-level History; and HIST 321                                                                                                                               |
| <a href="#">HIST 458</a> : History of Indigenous Peoples in Latin America                                                       | 9 credits of lower-level HIST/LAS Studies and one 300-level HIST or LAS course.                                                                                                                                        |
| <a href="#">POSC 332</a> : The Politics of Multiculturalism                                                                     | 45 university-level credits                                                                                                                                                                                            |
| <b>2a: Social Relations and Governance, lower-level</b>                                                                         |                                                                                                                                                                                                                        |
| <a href="#">ANTH 211</a> : Aboriginal Peoples in BC: Contemporary Issues                                                        | None; ANTH 111 strongly recommended                                                                                                                                                                                    |
| <a href="#">ANTH 268</a> : Culture and Environment                                                                              | None, but either SOC 101 or ANTH 102 strongly recommended                                                                                                                                                              |
| <a href="#">CRIM 211</a> : Indigenous Peoples, Crime and Criminal Justice                                                       | None                                                                                                                                                                                                                   |
| <a href="#">ENGL 240</a> : An Introduction to Canadian Literature                                                               | Any two 100-level English courses – English 105 or higher, or instructor's permission                                                                                                                                  |
| <a href="#">FNST 202</a> : Stó:lō Social Structure                                                                              | None                                                                                                                                                                                                                   |
| <a href="#">FNST 275</a> : Contemporary Issues and Policies in Aboriginal Education                                             | 30 University transfer credits which must include one of: HIST 103 or FNST 201 or ANTH 111 or ANTH 112                                                                                                                 |
| <a href="#">SOC 210</a> : Social Problems of Canadian Society                                                                   | SOC 101                                                                                                                                                                                                                |
| <a href="#">SOC 270</a> : Dynamics of Racism in Canada                                                                          | One of SOC 101, ANTH 102, MACS 130 or LAS 200                                                                                                                                                                          |
| <a href="#">VA 143</a> : Indigenous Art and Professional Practices                                                              | VA 140 and VA 141, plus 3 additional university-level credits                                                                                                                                                          |

**2b: Social Relations and Governance, upper-level**

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 15

|                                                                                         |                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">IPK 332</a> : Indigenous Leadership II                                      | IPK 331                                                                                                                                                                                                              |
| <a href="#">ADED 365</a> : History of Aboriginal Adult Education in Canada              | Enrolment in an Adult Education program; 30 credits including ADED 210, one of (ENGL 105, CMNS 125 or CMNS 155), and one of (CMNS 251, ENGL 120, ENGL 150, or ENGL 170), and one of ADED 310, ADED 320, or ADED 360. |
| <a href="#">GEOG 300F</a> : Special Topics in Geography                                 | Any 200-level Geography courses.                                                                                                                                                                                     |
| <a href="#">GEOG 312</a> : Political Ecology: Nature, Culture and Place                 | One of: GEOG 240, GEOG 241, GEOG 242                                                                                                                                                                                 |
| <a href="#">GEOG 343</a> : Geography of Transitional Societies                          | One of: GEPG 240, GEOG 241, GEOG 242                                                                                                                                                                                 |
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada       | 9 credits of lower-level history or 45 university-level credits                                                                                                                                                      |
| <a href="#">POSC 301</a> : The Canadian State and Indigenous Governance                 | 45 university-level credits                                                                                                                                                                                          |
| <a href="#">POSC 309</a> : Canadian Constitutional Politics                             | 45 university-level credits                                                                                                                                                                                          |
| <a href="#">POSC 332</a> : The Politics of Multiculturalism                             | 45 university-level credits                                                                                                                                                                                          |
| <a href="#">SOC 388</a> : Minority Indigenous Peoples of the World                      | 45 credits, to include ANTH 102 and at least 3 additional credits of Anthropology/Sociology                                                                                                                          |
| <b>3a. Land and Culture, lower-level</b>                                                |                                                                                                                                                                                                                      |
| <a href="#">AH 100</a> : History of Art and Culture in a Global Context                 | None                                                                                                                                                                                                                 |
| <a href="#">AH 204</a> : Indigenous Art of the Northwest Coast                          | None                                                                                                                                                                                                                 |
| <a href="#">FNST 101</a> : Stó:lō Nation Development                                    | None                                                                                                                                                                                                                 |
| <a href="#">FNST 102</a> : Stó:lō Traditional Ways of Healing and Helping               | None                                                                                                                                                                                                                 |
| <a href="#">IPK 277</a> : Indigenous Art: Stories and Protocols                         | None                                                                                                                                                                                                                 |
| <a href="#">VA 140</a> : Indigenous Design and Technology: Special Topics I             | None                                                                                                                                                                                                                 |
| <a href="#">VA 141</a> : Indigenous Design and Technology: Special Topics II            | VA 140/FD 140 with the same letter designation                                                                                                                                                                       |
| <a href="#">VA 142</a> : Indigenous Art and Design in Context                           | VA 140/FD 140 and VA 141/FD 141 with the same letter designation                                                                                                                                                     |
| <a href="#">FNST 230</a> : Aboriginal Language and Culture Practicum (6 cr.)            | EDUC 291, HALQ 201 and instructor's permission<br>co-requisite: EDUC 275 or FNST 275                                                                                                                                 |
| <a href="#">EDUC 290</a> : Introduction to Aboriginal Culture and Language Education    | Admission to Aboriginal Culture and Language Program; co-requisite: HALQ 102                                                                                                                                         |
| <a href="#">EDUC 291</a> : Intermediate Studies in Aboriginal Culture and Language      | EDUC 290                                                                                                                                                                                                             |
| <a href="#">HALQ 201</a> : Intermediate Halq'eméylem I                                  | HALQ 102                                                                                                                                                                                                             |
| <a href="#">HALQ 202</a> : Intermediate Halq'eméylem II                                 | HALQ 201                                                                                                                                                                                                             |
| <a href="#">THEA 250</a> : Introduction to Storytelling                                 | None                                                                                                                                                                                                                 |
| <b>3b: Land and Culture, upper-level</b>                                                |                                                                                                                                                                                                                      |
| <a href="#">IPK 477</a> : Traditional Ecological Knowledges                             | 60 university-level credits                                                                                                                                                                                          |
| <a href="#">FD 345</a> : Textile Traditions of Indigenous Peoples in Canada             | 9 lower-level university transfer credits                                                                                                                                                                            |
| <a href="#">GEOG 447</a> : Aboriginal Geography                                         | 60 credit hours including 4 credits of upper-level GEOG or instructor's permission                                                                                                                                   |
| <a href="#">HIST 396i</a> : Topics in North American History: Rights, Title and Land    | 9 credits of lower-level History or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.                                                                                |
| <a href="#">POSC 333</a> : On Indigenous Land: The Politics of Diaspora and Indigeneity | 45 university-level credits                                                                                                                                                                                          |
| <a href="#">SOC 387</a> : Aboriginal Peoples of Canada                                  | 45 credits, to include ANTH 102 and at least 3 additional credits from Anthropology/Sociology                                                                                                                        |
| <a href="#">SOWK 392</a> : Aboriginal Social Work                                       | SOWK 311 and admission to the BSW program. Students in other degree programs, with a minimum of 45 credits, with instructor's permission.                                                                            |

|                                                                                   |                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4a: World View and Spirituality, lower-level</b>                               |                                                                                                                                                                                                                                                                                             |
| <a href="#">ANTH 130</a> : Anthropology of World Religions                        | None                                                                                                                                                                                                                                                                                        |
| <a href="#">CMNS 180</a> : Introduction to Intercultural Communication            | None                                                                                                                                                                                                                                                                                        |
| <a href="#">FNST 201</a> : Stó:lō Communications & World View                     | None                                                                                                                                                                                                                                                                                        |
| <a href="#">IPK 121</a> : Learn Today, Lead Tomorrow I                            | None                                                                                                                                                                                                                                                                                        |
| <a href="#">IPK 122</a> : Learn Today, Lead Tomorrow II                           | IPK 121                                                                                                                                                                                                                                                                                     |
| <a href="#">PHIL 240</a> : Faith and Reason: Philosophy of Religion               | 15 university-level credits                                                                                                                                                                                                                                                                 |
| <a href="#">SOC 101</a> : Introduction to Sociology                               | None                                                                                                                                                                                                                                                                                        |
| <b>4b: World View and Spirituality, upper-level</b>                               |                                                                                                                                                                                                                                                                                             |
| IPK 401: <i>World View and Spirituality</i> [to be developed]                     |                                                                                                                                                                                                                                                                                             |
| <a href="#">ANTH 468</a> : Environment and Society                                | 60 credits, to include at least 9 of Sociology/Anthropology (ANTH 220, SCMS 363, and SOC 250 recommended)                                                                                                                                                                                   |
| <a href="#">PHIL 318</a> : Environmental Ethics                                   | 45 credits from Arts, Sciences or Applied programs, including one of PHIL 110, 210, 230, POSC 120 or 270                                                                                                                                                                                    |
| <a href="#">PHIL 483D</a> : Myth and Philosophy                                   | 45 credits from Arts, Sciences or Applied programs, including one of PHIL 120, 220, 2501 251, or 252                                                                                                                                                                                        |
| <a href="#">RLST 380</a> : Religion, nature and Science                           | 45 credits from Arts, Sciences or Applied programs, including 9 credits in Philosophy or Religious Studies, or permission of instructor.                                                                                                                                                    |
| <a href="#">SOWK 392</a> : Aboriginal Social Work                                 | SOWK 311 and admission to the BSW program. Students in other degree programs, with a minimum of 45 credits, may be able to obtain instructor's permission at the first class. However, they should check with their program head to see whether they can apply this course to their degree. |
| <b>5a: Applied Skills, lower-level, in Business, Management and Communication</b> |                                                                                                                                                                                                                                                                                             |
| <a href="#">BUS 100</a> : Introduction to Business                                | None                                                                                                                                                                                                                                                                                        |
| <a href="#">BUS 201</a> : Human Resource Management                               | BUS 203                                                                                                                                                                                                                                                                                     |
| <a href="#">BUS 202</a> : Contemporary Management                                 | None                                                                                                                                                                                                                                                                                        |
| <a href="#">BUS 203</a> : Organizational Behaviour                                | BUS 100 or acceptance to a CIS or CRIM program                                                                                                                                                                                                                                              |
| <a href="#">BUS 204</a> : Introduction to Non-profit Management                   | None                                                                                                                                                                                                                                                                                        |
| <a href="#">CMNS 125</a> : Intro to Workplace Communication                       | CPT score of 48 or better, or evidence of any accepted test score or course grade listed under English Language Proficiency Standards published in the UFV calendar and listed on the UFV website.                                                                                          |
| <a href="#">CMNS 212</a> : Basic Public Relations and Advocacy Communication      | Same as for CMNS 125, see CMNS 125 for details. Note: As of January 2015, pre-requisites will change to the following: One of CMNS 115, CMNS 125, CMNS 145, CMNS 155, CMNS 165, CMNS 175 or ENGL 105                                                                                        |
| <a href="#">CMNS 235</a> : Oral Communications                                    | None                                                                                                                                                                                                                                                                                        |
| <a href="#">CMNS 251</a> : Professional Report Writing                            | One of: CMNS 115, 125, 145, 155, 165, 175 or ENGL 105                                                                                                                                                                                                                                       |
| <a href="#">CMNS 280</a> : Team and Small Group Communication for the Workplace   | CSM 108 or one of the following: CMNS 125, CMNS 175 or ENGL 105                                                                                                                                                                                                                             |
| <b>5b: Applied Skills, upper-level, in Business, Management and Communication</b> |                                                                                                                                                                                                                                                                                             |
| <a href="#">BUS 370</a> : Managerial Control                                      | BUS 201 or BUS 203                                                                                                                                                                                                                                                                          |
| <a href="#">BUS 377</a> : Management of Cooperatives                              | 45 university-level credits including one of BUS 203, ECON 100 or ECON 101                                                                                                                                                                                                                  |
| <a href="#">BUS 408</a> : Teamwork in Organizations                               | BUS 203 or BUS 304                                                                                                                                                                                                                                                                          |
| <a href="#">BUS 430</a> : Management of Innovation                                | BUS 261 (could be waived with permission of the                                                                                                                                                                                                                                             |

|                                                                                             |                                                                                                        |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                                                                                             | School of Business Director and/or instructor)                                                         |
| BUS 478: Work Spaces                                                                        | 75 university-level credits                                                                            |
| <a href="#">CMNS 312</a> : Introduction to Public and Community Relations                   | One of: CMNS 125, CMNS 155, CMNS 175, ENGL 105 or CMNS 212/MACS 212                                    |
| <a href="#">CMNS 335</a> : Advanced Oral Communications for Professionals                   | CMNS 235 or CMNS 345                                                                                   |
| <a href="#">CMNS 351</a> : Professional Formal Research Report Writing                      | CMNS 251                                                                                               |
| <a href="#">CMNS 353</a> : The Responsibility of Using Research in the Workplace            | 45 university-level credits, including CMNS 251                                                        |
| <a href="#">CMNS 360</a> : Advocacy Writing                                                 | One of: CMNS 125, 155, 175, 212, ENGL 105 or MACS 212; CMNS 251 or second year CMNS course recommended |
| <a href="#">CMNS 365</a> : Grant and Proposal Writing                                       | 45 university-level credits and one of: CMNS 125, 155, 175, or ENGL 105                                |
| <a href="#">CMNS 380</a> : The Cross-Generational Workplace: Closing the Communications Gap | 45 university-level credits including CMNS 251                                                         |
| <a href="#">CMNS 420</a> : Virtual Team Communication                                       | 60 university-level credits, including CMNS 251                                                        |
| <a href="#">CMNS 430</a> : Project Management Communication in Action                       | 60 university-level credits, including CMNS 251                                                        |
| <a href="#">CMNS 445</a> : Facilitating Skills for the Workplace                            | CMNS 345, or 45 university-level credits including CMNS 235 or CMNS 280                                |

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

The programs' core courses along with those taught by Indigenous instructors will be guided by the Medicine Wheel teachings to ensure students are being taught from a holistic pedagogy that respects and centres Indigenous ways of knowing and doing. Such methods include experiential learning, Circle-work for learning, talking and healing as well as Storywork.

Courses from a range of disciplines in the Faculties of Arts and Social Work and Human Services typically utilize modes of delivery such as lectures and workshops in fully online, hybrid, or face-to-face settings. Some, particularly in Geography, Social Cultural and Media Studies and International Studies, make use of field study.

This program will eventually incorporate initiatives and community partnerships that will allow students to take courses in an Indigenous community setting, where they will learn from Elders, mentors, and other specialists (e.g. treaty negotiators, cultural directors, GIS technicians, etc.) already working in the field of applied Indigenous studies.

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

##### ***Admission Requirements***

Requirements for general admissions to UFV may be found in the online calendar at [http://www.ufv.ca/calendar/2012\\_13/general/admissions.htm](http://www.ufv.ca/calendar/2012_13/general/admissions.htm).

The entrance requirements of the Bachelor of Arts will apply to the Indigenous Studies program. (The BA requirements may be found at [http://www.ufv.ca/calendar/2012\\_13/ProgramsA-B/ARTS\\_BA.htm#BArequirements](http://www.ufv.ca/calendar/2012_13/ProgramsA-B/ARTS_BA.htm#BArequirements))

***Transfer Credit***

Transfer credits will be evaluated based on existing BCCAT agreements and in accordance with UFV's Transfer Credit Policy 107 (<http://www.ufv.ca/Assets/Secretariat/Policies/107.pdf>). The Office of the Registrar at UFV 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 [www.bctransferguide.ca](http://www.bctransferguide.ca).

The program will form a standing committee for the evaluation of transfer credit from previously unrecognized, especially Indigenous and out of country, institutions.

We also anticipate the negotiation of block transfer arrangements with related programs at other institutions. For example, graduates of two year diplomas at both the Nicola Valley Institute of Technology (NVIT) and the Native Education College might be able to transfer directly into upper level courses in the proposed BAIS major at UFV. Such transfers would build on the model established in late 2012 by which graduates of NVIT's three year Advanced Chemical Addictions Diploma were able to ladder into the fourth year of a UFV Bachelor of General Studies. This partnership used existing UFV expertise and resources and was still able to meet the unique Indigenous pedagogical and content needs of this cohort of Indigenous students. Other certificate and diploma programs offered at NVIT could potentially ladder into a BAIS at UFV, such as Aboriginal Leadership in the Justice System, Environmental Resources Technology, and Aboriginal Community and Health Development. These types of partnerships mean that future students would have the option of completing a Bachelor of Arts degree with a major or minor in Indigenous Studies. We also anticipate future partnerships with other local or regional institutions such as the Justice Institute of B.C., Seabird Island College, and Northwest Indian College.

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

In addition to transfer credit, IS will develop mechanisms for recognizing and integrating relevant prior learning accomplished outside the framework of institutional post-secondary studies. In particular, we will consider giving credit for prior paid or volunteer Aboriginal / Indigenous organizational work experience, provided that we can ensure that a critical, analytical and reflective process has either already taken place or that we can add this component. UFV's Prior Learning Assessment and Recognition Policy 94 (<http://www.ufv.ca/Assets/Secretariat/Policies/94.pdf>) and Portfolio Assessment Policy 97 (<http://www.ufv.ca/Assets/Secretariat/Policies/97.pdf>) will apply to this program.

***Residency Requirements***

Students must meet UFV's residency requirement, which is that at least 50% of the required credits for the BA must have been completed at UFV. See the Residency information at the following link: [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)

***7) Faculty***

All the courses are taught by faculty who meet UFV's established standards for teaching and research, and who have particular expertise in Indigenous Studies. Many of these faculty members were part of the 2010-2012 Curriculum Working Group (see membership list in section 9 of this proposal).

In addition, UFV has recently hired its first Indigenous Studies Faculty member, Dr. Wenona Victor. Dr. Victor brings with her strong ties to the local First Nations communities, a wealth of experience and knowledge in Indigenous methodologies and epistemologies, and a research focus on Indigenous justice, governance and self-determination.

The IS program will also have access to Indigenous scholars situated in other departments as either faculty and/or sessional instructors for courses listed within the IS major/minor such as: Gwen Point (faculty), Dr. Robert Harding (faculty), Herb Joe Sr. (sessional) from Human and Social Services, Michelle LaFlamme (faculty) from English, Laura Wealick (sessional) Halq'eméylem, Sonny McHalsie (sessional) for Maps, Treaties and Film, and Dr. Christine Elsey (Anthropology). As well as the following scholars dedicated to Indigenous issues and studies: Dr. Doug Hudson (Anthropology), Luanne Yellowfly (SCMS), Dr. Chantelle Marlor (SCMS), Dr. Ken Brealey (Geography) and Dr. Dave Schaepe (sessional).

The program will require growth over time in the area of policy and leadership.

With the growth of the IS program, three types of scholars will be pursued:

- (1) Academics holding terminal degree credentials such as a PhD with expertise and knowledge of Indigenous issues, and preferably of Indigenous ancestry;
- (2) Cultural Teachers and Knowledge Keepers – members of local Indigenous communities who are accepted by their peers as the experts in the keeping of cultural knowledge, and who may or may not hold terminal degree credentials;
- (3) Dual Scholars – those who have both cultural knowledge and terminal degree credentials.

See Appendix 6 for Curriculum Vitae of the faculty members who teach the core curriculum in the program.

#### **8) Program Resources**

##### ***Library resources***

The library collection is at present more than adequate to provide for this degree. The assessment by the University library is attached as Appendix 7.

##### ***Computers and computer access***

It is anticipated that IS students will make moderate use of UFV's computing and media services facilities. Existing computer labs and support will be sufficient for program implementation. In addition, Aboriginal Access Services sites on both Chilliwack and Abbotsford campuses have existing computer labs which are utilized by Aboriginal students on campus.

##### ***Classrooms, laboratories and equipment***

There are existing spaces on campus for students to gather, including the current space for the Aboriginal Resource Centres, the Geography students' resource room, the Arts Student Space, and the Centre for Social Research (Kipp Centre). Students will be encouraged to participate in programs offered by Aboriginal Access Services.

One classroom is available in the new Coast Salish longhouse replica gathering place at the Chilliwack Education Park, as well as a theatre size, bleacher style gathering hall suitable for large gathering. The latter allows gathering multiple classes for simultaneous learning.

There will be opportunities for scheduling classes off-site, at the Stó:lō Research and Resource Management Centre in Chilliwack.

***Advising, coordination and administrative support***

Advising will be provided by the Arts Advice Centre and the Aboriginal Access Centre. Program coordination will be assumed by the full-time Indigenous Studies Faculty member. Administrative support will be provided by the College of Arts Dean's office.

**9) Program Consultation**

This program is directly responsive to community request and the assertion of students. The Aboriginal Access Coordinator noted in 2005: "every semester, I have received phone calls and other inquiries about when we will have a degree program." More recently, Nadine Moedt noted, in UFV's student newspaper *The Cascade*, the need for additional programming in Indigenous studies (see "A well-rounded education includes First Nations studies," January 8, 2014).

In 2005, UFV hired esteemed educator and Aboriginal leader Mark Point to research a project named, "Indigenizing our Academy." In 2006, upon completion of the project Mr. Point made a number of recommendations to the Aboriginal Community Council, including that the council pursue the development of an "Indigenous Studies Program at UFV." Mr. Point's report and his recommendations were accepted unanimously.

On January 3<sup>rd</sup> and 4<sup>th</sup>, 2007 the Aboriginal Community Council hosted at UFV an Aboriginal strategic planning forum. During this two day forum the Aboriginal educational leaders determined that initiatives at UFV would be referred to as "Indigenous" and therefore Aboriginal and First Nations terminology would be set aside. It was also at this forum that the community insisted UFV work in earnest to develop a degree program centered in "Indigenous ways of knowing, learning and doing".

In attendance at this forum:

|                        |                                                |
|------------------------|------------------------------------------------|
| Wm. J. Mussell         | Salishan Institute, Principal Educator         |
| Gwen Point             | Manager Stó:lō Education                       |
| Terry Prest            | Elder, Soowahlie First Nation                  |
| Tyrone McNeil          | Stó:lō Tribal Council                          |
| Glenda Campbell        | Coqualeetza Education Centre                   |
| Sandra Andrew-Campbell | Boothroyd Band                                 |
| Sandra Victor          | Cheam Band                                     |
| Wendy Ritchie          | Sumas First Nation                             |
| Josephine Charlie      | UFV Aboriginal Special Projects Assistant      |
| Peter Tallio           | UFV, Aboriginal Access Assistant               |
| Laura Smith            | UFV Sessional Instructor / Program Coordinator |
| Tim Segger             | UFV, VP Administration                         |
| Shirley Anne Hardman   | UFV, Aboriginal Access Coordinator             |
| Jocelyne Robinson      | note taker                                     |

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 21

Vera Asp

Facilitator

In response to the community recommendations UFV established an Indigenous Studies Advisory Committee (ISAC), chaired by the then Dean of Arts (Dr. Eric Davis) which has had on-going dialogue with the Aboriginal Community Council Sub-Committee to develop a proposal for a Bachelor's degree. The consultation between these two groups has been lengthy and detailed.

ISAC committee membership has changed and grown in the three years, membership has included:

|                 |                                     |                   |                                 |
|-----------------|-------------------------------------|-------------------|---------------------------------|
| Hugh Brody      | Research Chair                      | Douglas Hudson    | Instructor, Anthropology        |
| Wendy Burton    | Director, Teaching & Learning       | Marcella Lafever  | Communications                  |
| Kevin Busswood  | Social, Cultural, and Media Studies | Chantelle Marlor  | Sociology                       |
| Ken Brealey     | Department Head, Geography          | Jacqueline Nolte  | Dean of Arts                    |
| Eric Davis      | Provost, VP Academic                | Gwen Point        | Social Work & Human Services    |
| Christine Elsey | Anthropology                        | Gayle Ramsden     | Fashion Design                  |
| Robert Harding  | Social Work & Human Services        | Scott Sheffield   | History                         |
| Shirley Hardman | Senior Advisor, Indigenous Affairs  | Geoffrey Spurling | History                         |
|                 |                                     | Wenona Victor     | Consultant/Sessional Instructor |

The Aboriginal Community Council Sub-Committee has included:

|                        |                            |                      |                         |
|------------------------|----------------------------|----------------------|-------------------------|
| Wm. J. Mussell         | Salishan Institute         | Rene Inkster (Métis) | Inkster House           |
| Wendy Ritchie          | Coqualeetza C E Society    | Sandra Victor        | Cheam Band              |
| Con van Laerhoven      | Off-Reserve Rep            | Thelma Florence      | Chawathil               |
| Tara Smith             | Sumas First Nation         | Tyrone McNeil        | Stó:lō Tribal Council   |
| Leslie Williams        | Stó:lō Nation Education    | Lorna Andrews        | Chehalis                |
| Saylesh Wesley         | Skowkale First Nation      | Colleen Hannah       | Mission School District |
| Sandra Andrew Campbell | Boothroyd Band             | Terry Prest          | UFV Elder in Residence  |
| Peggy Janicki          | Abbotsford School District |                      |                         |

In 2009-2012, a Curriculum Working Group designed the structure of the current program.

Shirley Hardman, UFV Senior Advisor on Indigenous Affairs (chair)  
 Laura Wealick, Halq'eméylem, UFV Modern Languages Department  
 Rene Inkster, Métis, Inkster House  
 Terry Prest, UFV Elder, Aboriginal Access Service  
 Wenona Victor, Consultant/Sessional Instructor  
 Ken Brealey, Geography  
 Scott Sheffield, History  
 Luanne Yellowfly, Social, Cultural, and Media Studies  
 Robert Harding, Social Work

In 2009 results of a student poll, the "Indigenous Studies Preference Survey," indicated that more than 67% of those surveyed would like to see more courses with more content specifically related to

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 22



Indigenous issues. When asked to identify specific areas of interest more than 60% of respondents listed the following areas: land claims & treaties, cultural and heritage management, language, traditional knowledge, cultural practices, Indigenous history and health & healing. 83.7% of respondents recognized that a Major in Indigenous studies would provide a “better knowledge and understanding of Indigenous issues”. The detailed results of this survey are included in Appendix 8.

Another survey was conducted in February-March 2014, and revealed that ... See appendix 9 for survey questionnaire and results.

In January 2010 community researcher and consultant, Wenona Victor, completed a project that engaged and gathered support for UFV’s curriculum development initiatives from several local Indigenous communities including:

|           |               |                |           |               |
|-----------|---------------|----------------|-----------|---------------|
| Atchelitz | Kwa’kwa’apilt | Seabird Island | Skowkale  | Sumas         |
| Chawathil | Kwantlen      | Shxwha:y       | Skwah     | Tzechten      |
| Cheam     | Matsqui       | Village        | Soowahlie | Yakweakwioose |

The results of this consultation are included in Appendix 10: Community Engagement Report

The BA with a Major/Minor in Indigenous Studies is widely supported by First Nations in the Valley, Aboriginal organizations and Governance bodies, as well as students at UFV (aboriginal and non-aboriginal). It is responsive to the needs identified by the community and has been developed in partnership with the Aboriginal Community Council at the University.

Appendix 11 contains letters of support for this program.

The full program proposal was sent in March 2014 for external peer-review. The assessments received are supportive of the proposal. One reviewer noted: “[The program working group’s] strong efforts to develop a cohesive and competitive program are commendable. The work put into these efforts is demonstrable in the strong proposal submitted for review.... The realization of these efforts toward building an Indigenous studies program will enhance the educational experience available at UFV for faculty and students and enable rich engagement with local Indigenous communities.” The other review concluded by noting: “I believe that the proposed BA in Indigenous Studies has been carefully crafted. A lot of thought has been given to how it can meet the needs of Stó:lō communities, as well as the diverse needs of different learners. It will also contribute to the education of non- Stó:lō citizens whose understanding of Indigenous-non-Indigenous relations and the arising issues is critical to building just and respectful futures in the Fraser Valley and beyond.

Detailed information about the assessment reports and the Program Working Group’s response to suggestions for improvement to the proposal made by the reviewers has been provided to UFV’s curriculum review committees.

#### **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

Bachelor of Indigenous Studies, submitted to UEC

(11/06/2014) 23

programs and units normally be reviewed every five years. Program Review is the central piece in a continuous process of program monitoring and improvement.

**Indigenous Studies Major and Minor**  
**(for Bachelor of Arts Degree students)**

This section specifies the Indigenous Studies Major and Minor requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**BA, Indigenous Studies Major**

|                                        | Lower-level courses (total 24 credits)                                                                                                                                          | Upper-level courses (total 32 credits)                                                                                                                                                                 | Credits      |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Halq' eméylem Language</b>          | Two of (or equivalent in another Indigenous language): <a href="#">HALQ 101</a> (3), <a href="#">HALQ 102</a> (3), <a href="#">HALQ 201</a> (3) or <a href="#">HALQ 202</a> (3) |                                                                                                                                                                                                        | 6            |
| <b>Indigenous Peoples Knowledge</b>    |                                                                                                                                                                                 | IPK 344 [currently <a href="#">IPK 444</a> ]: <i>Indigenous Methodologies</i> (4)<br>and<br>IPK 386 [currently <a href="#">IPK 486</a> ]: <i>Worldviews of Indigenous Peoples in North America</i> (4) | 8            |
| <b>Indigenous History</b>              | ONE lower-level course from list <b>1a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>1b</b> (3-4)                                                                                                                                                       | 6-7          |
| <b>Social Relations and Governance</b> | ONE lower-level course from list <b>2a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>2b</b> (3-4)                                                                                                                                                       | 6-7          |
| <b>Land and Culture</b>                | ONE lower-level course from list <b>3a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>3b</b> (3-4)                                                                                                                                                       | 6-7          |
| <b>World View and Spirituality</b>     | ONE lower-level course from list <b>4a</b> (3)                                                                                                                                  | ONE upper-level course from list <b>4b</b> (3-4)                                                                                                                                                       | 6-7          |
| <b>Applied Skills</b>                  | TWO lower-level courses from list <b>5a</b> (6)                                                                                                                                 | Two upper-level courses from list <b>5b</b><br>or IPK 402: <i>Practicum</i> [new] or IPK 403: <i>Capstone</i> [new], for a total of 6-8 credits<br>or IPK 404: <i>Directed Studies</i> [new]           | 12-14        |
| <b>TOTAL Credits</b>                   |                                                                                                                                                                                 |                                                                                                                                                                                                        | <b>50-56</b> |

Note: The same course cannot count toward more than one requirement.

At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.

**BA, Indigenous Studies Minor**

|                                     | Lower-level courses (total 6 credits)                                                                                                                                           | Upper-level courses (total 24 credits)                                                                                                                      | Credits |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Halq' eméylem Language</b>       | Two of (or equivalent in another Indigenous language): <a href="#">HALQ 101</a> (3), <a href="#">HALQ 102</a> (3), <a href="#">HALQ 201</a> (3) or <a href="#">HALQ 202</a> (3) |                                                                                                                                                             | 6       |
| <b>Indigenous Peoples Knowledge</b> |                                                                                                                                                                                 | IPK 344 [currently <a href="#">IPK 444</a> ]: <i>Indigenous Methodologies</i> (4)<br>and<br>IPK 386 [currently <a href="#">IPK 486</a> ]: <i>Worldviews</i> | 8       |

|                                        |  |                                                                                                                                              |           |
|----------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
|                                        |  | <i>of Indigenous Peoples in North America</i> (4)                                                                                            |           |
| <b>Indigenous History</b>              |  | <a href="#">IPK 331</a> : <i>History of Indigenous Leadership</i> [[ <i>current Indigenous Leadership For Tomorrow I</i> to be revised]] (4) | 4         |
| <b>Social Relations and Governance</b> |  | <a href="#">IPK 332</a> : <i>Indigenous Leadership: Yesterday and Today for Tomorrow II</i> (4)                                              | 4         |
| <b>Land and Culture</b>                |  | <a href="#">IPK 477</a> : <i>Traditional Ecological Knowledges</i> (4)                                                                       | 4         |
| <b>World View and Spirituality</b>     |  | IPK 401: <i>World View and Spirituality Course</i> [new] (4)                                                                                 | 4         |
| <b>TOTAL Credits</b>                   |  |                                                                                                                                              | <b>30</b> |

**BA, Indigenous Studies: Thematic Lists**

| Thematic List                                                                                                                          |         |
|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| Course Number/Course Title                                                                                                             | Credits |
| <b>1a: Indigenous History, lower-level</b>                                                                                             |         |
| <a href="#">ANTH 111</a> : First Nations in British Columbia – Traditional Cultures                                                    | 3       |
| <a href="#">FNST 101</a> : Stó:lō Nation Development                                                                                   | 3       |
| <a href="#">HIST 103</a> : Stó:lō History                                                                                              | 3       |
| <a href="#">HIST 161</a> : Aztecs, Mayas and Spaniards                                                                                 | 3       |
| <b>1b: Indigenous History, upper-level</b>                                                                                             |         |
| <a href="#">IPK 331</a> : <i>History of Indigenous Leadership</i> [ <i>current Indigenous Leadership For Tomorrow I</i> to be revised] | 4       |
| <a href="#">ADED 365</a> : History of Aboriginal Adult Education in Canada                                                             | 3       |
| <a href="#">AH 321</a> : Canada: A Contact Zone                                                                                        | 4       |
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada                                                      | 4       |
| <a href="#">HIST 396i</a> : Topics in North American History: Rights, Title and Land                                                   | 4       |
| <a href="#">HIST 399e</a> : Special Topics in History I: Films, Histories and Land                                                     | 4       |
| <a href="#">HIST 426</a> : Aboriginal Peoples and Warfare in Canada: Pre-contact to Present                                            | 4       |
| <a href="#">HIST 458</a> : History of Indigenous Peoples in Latin America                                                              | 4       |
| <a href="#">POSC 332</a> : The Politics of Multiculturalism                                                                            | 3       |
| <b>2a: Social Relations and Governance, lower-level</b>                                                                                |         |
| <a href="#">ANTH 211</a> : Aboriginal Peoples in BC: Contemporary Issues                                                               | 3       |
| <a href="#">ANTH 268</a> : Culture and Environment                                                                                     | 3       |
| <a href="#">CRIM 211</a> : Indigenous Peoples, Crime and Criminal Justice                                                              | 3       |
| <a href="#">ENGL 240</a> : An Introduction to Canadian Literature                                                                      | 3       |
| <a href="#">FNST 202</a> : Stó:lō Social Structure                                                                                     | 3       |
| <a href="#">FNST 275</a> : Contemporary Issues and Policies in Aboriginal Education                                                    | 3       |
| <a href="#">SOC 210</a> : Social Problems of Canadian Society                                                                          | 3       |
| <a href="#">SOC 270</a> : Dynamics of Racism in Canada                                                                                 | 3       |
| <a href="#">VA 143</a> : Indigenous Art and Professional Practices                                                                     | 3       |
| <b>2b: Social Relations and Governance, upper-level</b>                                                                                |         |
| <a href="#">IPK 332</a> : <i>Indigenous Leadership II</i>                                                                              | 4       |
| <a href="#">ADED 365</a> : History of Aboriginal Adult Education in Canada                                                             | 3       |
| <a href="#">GEOG 300F</a> : Special Topics in Geography                                                                                | 4       |
| <a href="#">GEOG 312</a> : Political Ecology: Nature, Culture and Place                                                                | 4       |
| <a href="#">GEOG 343</a> : Geography of Transitional Societies                                                                         | 4       |

|                                                                                         |   |
|-----------------------------------------------------------------------------------------|---|
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada       | 4 |
| <a href="#">POSC 301</a> : The Canadian State and Indigenous Governance                 | 3 |
| <a href="#">POSC 309</a> : Canadian Constitutional Politics                             | 3 |
| <a href="#">POSC 332</a> : The Politics of Multiculturalism                             | 3 |
| <a href="#">SOC 388</a> : Minority Indigenous Peoples of the World                      | 4 |
| <b>3a. Land and Culture, lower-level</b>                                                |   |
| <a href="#">AH 100</a> : History of Art and Culture in a Global Context                 | 3 |
| <a href="#">AH 204</a> : Indigenous Art of the Northwest Coast                          | 3 |
| <a href="#">FNST 101</a> : Stó:lō Nation Development                                    | 3 |
| <a href="#">FNST 102</a> : Stó:lō Traditional Ways of Healing and Helping               | 3 |
| <a href="#">IPK 277</a> : Indigenous Art: Stories and Protocols                         | 3 |
| <a href="#">VA 140</a> : Indigenous Design and Technology: Special Topics I             | 3 |
| <a href="#">VA 141</a> : Indigenous Design and Technology: Special Topics II            | 3 |
| <a href="#">VA 142</a> : Indigenous Art and Design in Context                           | 3 |
| <a href="#">FNST 230</a> : Aboriginal Language and Culture Practicum (6 cr.)            | 6 |
| <a href="#">EDUC 290</a> : Introduction to Aboriginal Culture and Language Education    | 4 |
| <a href="#">EDUC 291</a> : Intermediate Studies in Aboriginal Culture and Language      | 4 |
| <a href="#">HALQ 201</a> : Intermediate Halq'éméylem I                                  | 3 |
| <a href="#">HALQ 202</a> : Intermediate Halq'éméylem II                                 | 3 |
| <a href="#">THEA 250</a> : Introduction to Storytelling                                 | 3 |
| <b>3b: Land and Culture, upper-level</b>                                                |   |
| <a href="#">IPK 477</a> : Traditional Ecological Knowledges                             | 4 |
| <a href="#">FD 345</a> : Textile Traditions of Indigenous Peoples in Canada             | 3 |
| <a href="#">GEOG 447</a> : Aboriginal Geography                                         | 4 |
| <a href="#">HIST 396i</a> : Topics in North American History: Rights, Title and Land    | 4 |
| <a href="#">POSC 333</a> : On Indigenous Land: The Politics of Diaspora and Indigeneity | 3 |
| <a href="#">SOC 387</a> : Aboriginal Peoples of Canada                                  | 4 |
| <a href="#">SOWK 392</a> : Aboriginal Social Work                                       | 3 |
| <b>4a: World View and Spirituality, lower-level</b>                                     |   |
| <a href="#">ANTH 130</a> : Anthropology of World Religions                              | 3 |
| <a href="#">CMNS 180</a> : Introduction to Intercultural Communication                  | 3 |
| <a href="#">FNST 201</a> : Stó:lō Communications & World View                           | 3 |
| <a href="#">IPK 121</a> : Learn Today, Lead Tomorrow I                                  | 3 |
| <a href="#">IPK 122</a> : Learn Today, Lead Tomorrow II                                 | 3 |
| <a href="#">PHIL 240</a> : Faith and Reason: Philosophy of Religion                     | 3 |
| <a href="#">SOC 101</a> : Introduction to Sociology                                     | 3 |
| <b>4b: World View and Spirituality, upper-level</b>                                     |   |
| <a href="#">IPK 401</a> : <i>World View and Spirituality</i> [to be developed]          | 4 |
| <a href="#">ANTH 468</a> : Environment and Society                                      | 4 |
| <a href="#">PHIL 318</a> : Environmental Ethics                                         | 3 |
| <a href="#">PHIL 483D</a> : Myth and Philosophy                                         | 3 |
| <a href="#">RLST 380</a> : Religion, nature and Science                                 | 3 |
| <a href="#">SOWK 392</a> : Aboriginal Social Work                                       | 3 |
| <b>5a: Applied Skills, lower-level, in Business, Management and Communication</b>       |   |
| <a href="#">BUS 100</a> : Introduction to Business                                      | 3 |
| <a href="#">BUS 201</a> : Human Resource Management                                     | 3 |
| <a href="#">BUS 202</a> : Contemporary Management                                       | 3 |
| <a href="#">BUS 203</a> : Organizational Behaviour                                      | 3 |
| <a href="#">BUS 204</a> : Introduction to Non-profit Management                         | 3 |
| <a href="#">CMNS 125</a> : Intro to Workplace Communication                             | 3 |

|                                                                                            |   |
|--------------------------------------------------------------------------------------------|---|
| <a href="#">CMNS 212:</a> Basic Public Relations and Advocacy Communication                | 3 |
| <a href="#">CMNS 235:</a> Oral Communications                                              | 3 |
| <a href="#">CMNS 251:</a> Professional Report Writing                                      | 3 |
| <a href="#">CMNS 280:</a> Team and Small Group Communication for the Workplace             | 3 |
| <b>5b: Applied Skills, upper-level, in Business, Management and Communication</b>          |   |
| <a href="#">BUS 370:</a> Managerial Control                                                | 3 |
| <a href="#">BUS 377:</a> Management of Cooperatives                                        | 3 |
| <a href="#">BUS 408:</a> Teamwork in Organizations                                         | 3 |
| <a href="#">BUS 430:</a> Management of Innovation                                          | 3 |
| BUS 478: Work Spaces                                                                       | 3 |
| <a href="#">CMNS 312:</a> Introduction to Public and Community Relations                   | 3 |
| <a href="#">CMNS: 335:</a> Advanced Oral Communications for Professionals                  | 4 |
| <a href="#">CMNS 351:</a> Professional Formal Research Report Writing                      | 3 |
| <a href="#">CMNS 353:</a> The Responsibility of Using Research in the Workplace            | 3 |
| <a href="#">CMNS 360:</a> Advocacy Writing                                                 | 4 |
| <a href="#">CMNS 365:</a> Grant and Proposal Writing                                       | 3 |
| <a href="#">CMNS 380:</a> The Cross-Generational Workplace: Closing the Communications Gap | 3 |
| <a href="#">CMNS 420:</a> Virtual Team Communication                                       | 4 |
| <a href="#">CMNS 430:</a> Project Management Communication in Action                       | 3 |
| <a href="#">CMNS 445:</a> Facilitating Skills for the Workplace                            | 4 |

# MEMO



To: Amanda Grimson (for submission to UEC)  
From: Samantha Pattridge, Chair of the Bachelor of Professional Communication PWG  
Date: June 11<sup>th</sup> 2014  
Re: Bachelor of Professional Communication

---

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



Full Program Proposal

**Professional Communication Degree**

**UNIVERSITY OF THE FRASER VALLEY**

College of Arts  
Communications

Submitted to Undergraduate Education Committee

Date: June 11, 2014

This material is for internal distribution and use only.  
©Professional Communication Program Working Group



**Table of Contents**

|                                                  |    |
|--------------------------------------------------|----|
| 1. Executive Summary .....                       | 3  |
| 2. Degree Level Standard .....                   | 7  |
| 3. Credential Recognition and Nomenclature ..... | 10 |
| 4. Curriculum/Program Content .....              | 11 |
| 5. Learning Methodologies/Program Delivery.....  | 23 |
| 6. Admission and Transfer/Residency.....         | 25 |
| 7. Faculty .....                                 | 28 |
| 8. Program Resources .....                       | 30 |
| 9. Program Consultation .....                    | 32 |
| 10. Program Review and Assessment .....          | 35 |

**Appendices**

Appendix A: Program Outcomes Curriculum Map

Appendix B: Practicum Placement Manual and Placement Agreement

Appendix C: UFV Support for Technology-Based Learning

Appendix D: Prior Learning Assessments Procedure Manual

Appendix E: Curriculum Vitae

Appendix F: Library Resources

Appendix G: Student Survey

Appendix H: Speaking and Listening Competencies for College Students

Appendix I: Standards for Undergraduate Communication Programs

Appendix J: Letters of Support

Appendix K: UFV-FSA Collective Agreement Excerpts

## **1. Executive Summary**

The Communications Department of the University of the Fraser Valley (UFV), with the support of the College of Arts, proposes to offer a Bachelor of Professional Communication beginning September 2015. Courses to meet the requirements for this program will be offered on the Abbotsford, Mission, and Chilliwack campuses of UFV, with the majority of the offerings in Abbotsford. Anticipated completion time for many students in this innovative and applied degree will be 90 credits, or three years. Students who do not meet all of the program entrance requirements may be required to take up to 120 credits.

### **Program Outcomes**

The proposed program has been structured around a core set of student outcomes. Upon successful completion, students will be able to:

- Demonstrate proficiency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.
  - Create direct and indirect messages for print, digital, and oral media in regional and global contexts.
  - Compose, evaluate, and critique a wide variety of message types.
  - Use concise, clear, correct language.
- Model effective and professional communication skills for interpersonal, team, organizational and culturally diverse contexts.
  - Translate knowledge for different audiences and purposes.
  - Foster productive work relationships.
  - Demonstrate cultural responsiveness.
  - Work collaboratively and productively in a team (building consensus or facilitating options).
- Engage in, interpret, and report research.
  - Gather and evaluate evidence to support claims/arguments.
  - Apply citation styles correctly, including incorporating verbal citations in oral messages.
  - Propose original arguments substantiated by research.
  - Integrate evidence from a variety of research sources and types.
- Creatively employ industry-standard document design techniques in a variety of workplace contexts.
  - Design effective and attractive documents and support materials by adhering to principles of design.
  - Design and integrate visual elements to supplement/reinforce concepts and arguments.
  - Demonstrate creativity in document design.
- Apply rhetorical principles to the design of oral, print, and digital messages.
  - Analyze an audience to determine the message medium, form, and tone.
  - Identify interactional goals.
  - Construct valid arguments.
  - Use ethical practices and language in preparing messages.

- Plan and implement the stages of message construction considering the needs of the audience and the medium.
  - Use critical analysis and creativity to respond independently to emergent situations.
  - Recognize and adapt to the constraints and opportunities of the chosen medium.
  - Engage in planning, brainstorming, drafting, and revising stages in message development.
- Design and deliver ethical and credible messages.
  - Prepare print and digital communication that is well-researched, attractive, and adapted to intended and potential audiences.
  - Demonstrate an awareness of the ethical issues related to professional communication.

The program outcomes provide the basis for the curriculum design of this program. See Appendix A for a curriculum map that demonstrates how the specific required and elective courses for this degree provide students with the required outcomes. All of the courses for this degree currently exist at UFV, and are articulated where possible through the BCCAT system.

Students in the BPC will be required to complete one of a practicum course, a directed study course, or a coop term to fulfill graduation requirements. The work experience requirement in this degree ensures that potential graduates will be able to apply the skills learned in coursework within the communication industry, and it also provides practical experience and opportunities for networking for job seekers. Furthermore, the ongoing liaison between work experience supervisors and the Communications Department provides excellent opportunities for establishing strong community relationships, and for reviewing curriculum frequently to keep up with communication technology and practices.

Program outcomes and course choices in the BPC are configured so that students can plan their program to build their skills for communication and work in contexts including:

- Indigenous communities
- Business organizations, marketing and public relations
- Multimedia production
- Writing for media and editing
- Workplace instruction

Within these contexts, graduates can expect to enter occupations such as communication officers for large corporations or organizations, journalists, consultants, lobbyists, speechwriters, technical writers, internet communications managers, fundraisers/grant and proposal writers, or publicity agents, or journalists, to name just a few possibilities.

Further study is also an option. Because graduates from this program will have entered through a competitive process that requires they demonstrate certain foundational outcomes, it is anticipated that they will be able to enter graduate programs from this degree. Specific articulation agreements with local institutions are being investigated.

Communication courses at UFV are offered in both online and face-to-face formats where appropriate. Students may be able to configure their course selections such that some terms could be completed in a

fully online environment, but there will still be a requirement for face-to-face course work as well during the degree. We also use varied methods of delivery, including hybrid courses where half of the instruction and class work takes place face-to-face and half online, flipped courses where the lecture and theory components are completed online and the writing labs and exercises take place face-to-face, short-term courses that increase the contact hours per week to shorten the time required to complete, Saturday courses, and courses booked at alternate locations to serve the needs of particular student or community groups. These varied delivery methods allow greater flexibility in program and course planning for students while at the same time providing training and practice in communications technology, teamwork strategies, and independent work habits.

### **Program Strengths**

Strengths of this program include the following:

1. Applied focus. Graduates will be well-prepared to enter the communication industry.
2. Flexibility in program planning. Students are able to customize their degree paths to choose courses that fit within a variety of communications fields. As mentioned above, some students will be able to complete the degree within 90 credits, and most will be able to complete in fewer than 120 credits.
3. Rigorous core training. In spite of the flexibility the degree offers, graduates and employers can be assured that the program emphasizes its outcomes through the core courses and carefully chosen constellations of additional requirements. Electives leave room for exploration and study outside Communications as well.
4. Competitive entry. This feature ensures students can navigate through the program quickly and with success, but it also ensures that employers can expect excellence from our graduates. Finally, the competitive entry model combined with limited admission allows for a controlled cohort that can be topped up at any time as seats become available, making program planning efficient and ensuring courses are offered when students need them.
5. Work experience/directed study requirement. Students will be versed in industry requirements and allowed to make connections with local employers through the work experience/directed study requirement of this degree.

UFV is committed to providing programs that:

- Provide accessible and challenging learning experiences – this program provides a mix of online and face-to-face learning and challenges students with current technological and practical content combined with communications theory.
- Foster the development of critical thinking, leadership, and practical skills – this program's outcomes and course offerings clearly demonstrate its applied and practical focus. Critical thinking and leadership are also necessary attributes of successful graduates considering the ever-changing nature of the communication industry.
- Use the best pedagogical practices – the faculty members in the Communications Department are actively engaged in the scholarship of teaching and learning, and are committed to providing the best learning environment for their students.
- Engage students actively in their education through interaction with faculty and opportunities for practical experience – relatively small class sizes and the practicum/directed study/co-op requirement both allow this program to contribute to this goal. In addition, most faculty

members in the Communications Department have applied workplace experience within the communication industry to draw upon in their teaching.

Within British Columbia, only Capilano University and Royal Roads University offer applied Communications programs. This UFV program will serve students of the Fraser Valley well. The relatively small program intake and competitive entry requirement means graduates from the BPC will have excellent employment prospects locally and beyond, and the emphasis on rigorous fulfillment of program outcomes will enhance their ability to apply to graduate school.

**Institutional Contacts:**

**Samantha Pattridge**  
**Department Head, Communications**  
[samantha.pattridge@ufv.ca](mailto:samantha.pattridge@ufv.ca)  
604-504-7441 local 4177

**Sylvie Murray**  
**Program Development Coordinator**  
[sylvie.murray@ufv.ca](mailto:sylvie.murray@ufv.ca)  
604-854-4515

## **2. Degree Level Standard**

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

Bachelor of Professional Communication students may choose their courses from a range of disciplines that reflect the interdisciplinary nature of communications as it is practiced in the workplace. Designing an effective communication may involve any combination of visual arts, rhetorical skill, specialized knowledge of information technology, and an awareness of governmental and legal policy as they apply to a particular situation.

The curriculum is designed so that the lower-level courses provide the student with essential and foundational theory and applied communication skills, including an introduction to research methodology through introductory statistics. Students select from available upper-level courses to hone their understanding of certain fields of communication while taking an opportunity to specialize in a communication area of their own interest.

Electives from a range of disciplines (including Anthropology, Business, Computer Information Systems, Economics, English, First Nations Studies, Graphic Design, Library Technology, Psychology, Sociology, and Visual Arts) provide graduates an opportunity to broaden their knowledge and understanding in specific areas relevant to their career goals. All Bachelor of Professional Communication graduates will complete one of a final practicum, Directed Studies capstone project, or co-op term, enabling them to demonstrate competence and capacity within their selected area of expertise.

Official course descriptions and outlines ([Program Course Grid](#)) indicate the research, writing, critical thinking, and analytical ability required to meet educational outcomes appropriate to each level of study.

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

Within the degree, students will learn to review and interpret information, engage in independent research, and think critically. Students should also gain a broad understanding of all the fields of communication and develop a specific specialization.

As a discipline, communication requires expertise in a range of methods relating to the production of specific document genres. Core courses at the lower level focus on process-driven inquiry to understand the thought processes behind completed products common to communication fields (e.g. proposals, inquiry letters, presentations to stakeholders). Students must learn to understand and develop the components that result in the finished products, resulting in a deeper appreciation for the context of professional communication that goes beyond the rote ability to emulate an existing document or template. Upper-level Communications courses provide opportunities for students to apply their communication skills in project-based scenarios that culminate in the production of workplace-ready materials. The immersion within the workplace required by the practicum shows students how methods practiced in academic contexts – such as surveys, research and collaborative writing – are applied in busy, goal-oriented environments.

**2.3 Application of Knowledge**

The Professional Communication degree is designed to graduate competent practitioners. Many of the courses in the degree involve producing a final project, working with others, working to deadlines, and using current technologies.

The required and elective courses in this degree offer training and practice in a wide range of established communication theories and techniques. Scholarship and research must be documented and made accessible to external audiences in a self-reflexive process that tests a student's understanding of the communications principles being studied. Wherever possible, class-based projects are modeled on real communications situations and enable students to synthesize and reflect upon material introduced in the curriculum. Theoretical explorations of knowledge translation or audience engagement, for example, must be matched by effective demonstrations of these topics through the projects and presentations required by course curricula. The applied nature of the Bachelor of Professional Communication reinforces the message that communications is a hands-on discipline where theoretical concerns inform not just the content but also the design and presentation of messages produced in the workplace.

**2.4 Communication Skills**

Students graduating with a Professional Communication degree will have sophisticated and practical communication skills. They will be accomplished writers, speakers, and presenters, and they will be able to manage information for a variety of purposes and audiences.

Graduates will have demonstrated, at all levels, an understanding of principles that inform effective communication and an ability to produce materials that conform to these principles. The quality and relevance of materials – visual, spoken or written – will show an appreciation for audience needs and expectations. Over the duration of the program students will create, with increasing assurance and fluency, concise and persuasive documents and presentations that obtain results. Graduates will also recognize the need for timely production – that practical communication tasks involve deadlines that force a tradeoff between perfection and timeliness.

**2.5 Awareness of Limits of Knowledge**

Graduates will have the essential skills of a general communications practitioner, but they will not be experts in all areas within the broad field of communication. The options for their selection of electives – some of which include technical writing, public relations, facilitation, and journalism – and access to a wide range of upper level courses will allow students to choose a specific area of interest. Familiarity with foundational texts in Communication Studies opens horizons for future study and application or research and further academic training via graduate school.

Students will gain an understanding of the changing landscape of communications theory and corresponding facility to apply evolving methods and technologies within the discipline through their core required courses at both the lower and upper levels. Up-to-date curriculum and instruction that

make use of current methods and technology will foreground the necessity of remaining up to date and aware of conventions and standards within the discipline. Advancements in academic practices (e.g. changing standards and methods of citation in online journals and electronic media, adoption of the Document Object Identifier as a reference and citation tool) and new applications of technology (e.g. workplace responses to mobile computing, social networking and collaboration tools that reside “in the cloud”) highlight for the student the limits of knowledge in a field that is in constant flux.

**2.6 Professional Capacity/Autonomy**

Graduates from this program will be able to function as professionals in many areas of communications: consultants, communication officers for large corporations or organizations, journalists, lobbyists, speechwriters, technical writers, etc. Most management positions also require good communication skills (writing and speaking), so many graduates may find their credential useful for career advancement in a variety of industries and positions.

Courses in professional communication skills, critical thinking, and ethics enable the graduate to work independently and in challenging situations. The emphasis on self-directed research and team-based activities in upper level courses contributes to the development of a graduate who can operate in the workplace in a professional manner as part of a team, as well as function effectively on individual projects.

As a result of their engagement with the processes and tools required for effective teamwork, graduates of the program will have the ability to assume a leadership role on projects. They will have experience interacting with colleagues, designing projects, and demonstrating accountability to a supervisor through successful completion of a practicum or directed study capstone course. The emphasis on applied practice in this degree program ensures students will have current and transferable workplace skills to become effective and professional communications practitioners.



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

This degree is a Bachelor in Professional Communication (BPC). The degree committee researched other Communications degree offerings across Canada and consulted with professionals in the field who are members of our Communications minor advisory committee (including an administrator of the communications program at the University of British Columbia) to ensure that the content of the degree matches the nomenclature chosen and reflects what is expected in the field.

Course transfer for individual courses within the degree is established within the British Columbia Council on Admissions and Transfer (BCCAT) system whenever possible, and the Communications Department will investigate block transfer agreements with other institutions within BC and Canada.

On the advice of our advisory committee, the Bachelor in Professional Communication is designed as a stand-alone degree, rather than a major within the BA, for two strong reasons. First, the BPC structure allows greater flexibility within the degree, which means better ability to meet the needs of students and employers for this applied program.

Second, this nomenclature will differentiate this applied Communication degree from more theoretical Bachelor of Arts in Communications Studies degrees (and similar) offered across Canada. The advisory committee recommended that a Bachelor in Professional Communication would be better recognized within the communications industry as an applied degree.

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

### **Program Structure and Length**

The BPC is designed as a flexible degree that will meet the needs of students coming from a variety of academic and workplace backgrounds. This degree is intensely applied in nature, meaning that students focus the majority of their credits on communications and related disciplines with fewer interdisciplinary electives than in many primarily academic degree models. The result of the streamlined program path is that students will be well-prepared with both broad and specialized communications skills to enter directly into the workplace in more senior positions. Students may also complete the degree requirements more quickly if they do not plan to add other majors or minors to their degrees, but that option still exists for those who are content to pursue the extra credits.

The degree consists of 90 required credits at the lower and upper level combined, which will require three years (or six semesters) to complete for most students. Entry into the BPC is based on a competitive portfolio and interview process, and can occur one of three ways. In some cases, exceptional high school students with a strong portfolio and evidence of volunteer experience may be accepted to the program. We anticipate that most of our students will enter through the second option, which requires 30 credits of undergraduate course work to be completed. Students entering the program after having already completed 30 credits may complete more than the required 90 credits overall. A third method of entry to this degree is via direct entry after five years of related workplace experience. Students choosing this entry option could complete the degree with 90 credits. Finally, applicants may be granted conditional entry with a combination of credits and work experience. See Section 6: Admission and Transfer/Residency for specific details.

Students will be evaluated on course work in each required and elective course in the degree; they will also be required to complete a practicum, directed studies, or co-op course. Practicum and co-op courses are evaluated jointly by instructors and supervising employers.

### **Program Outcomes**

The University of the Fraser Valley recently approved a set of Institutional Learning Outcomes (ILOs). The BPC Program Outcomes align with these institutional outcomes, and are designed, more specifically, to prepare graduates for direct entry in professional occupations.

The following are the program outcomes for the Bachelor of Professional Communication. Each outcome encompasses several sub-outcomes.

Upon successful completion, students will be able to:

- Demonstrate proficiency in creating professional messages across a wide spectrum of media that fulfill specific communication purposes and meet the needs of the audience.
  - Create direct and indirect messages for print, digital, and oral media in regional and global contexts.
  - Compose, evaluate, and critique a wide variety of message types.
  - Use concise, clear, correct language.

- Model effective and professional communication skills for interpersonal, team, organizational and culturally diverse contexts.
  - Translate knowledge for different audiences and purposes.
  - Foster productive work relationships.
  - Demonstrate cultural responsiveness.
  - Work collaboratively and productively in a team (building consensus or facilitating options).
- Engage in, interpret, and report research.
  - Gather and evaluate evidence to support claims/arguments.
  - Apply citation styles correctly, including incorporating verbal citations in oral messages.
  - Propose original arguments substantiated by research.
  - Integrate evidence from a variety of research sources and types.
- Employ industry-standard document design techniques as they apply to a variety of workplace contexts.
  - Design effective and attractive documents and support materials by adhering to principles of design.
  - Design and integrate visual elements to supplement/reinforce concepts and arguments.
- Apply rhetorical principles to the design of oral, print, and digital messages.
  - Analyze an audience to determine the message medium, form, and tone.
  - Identify interactional goals.
  - Construct valid arguments.
  - Use ethical practices and language in preparing messages.
- Plan and implement the stages of message construction considering the needs of the audience and the medium.
  - Use critical analysis and creativity to respond independently to emergent situations.
  - Recognize and adapt to the constraints and opportunities of the chosen medium.
  - Engage in planning, brainstorming, drafting, and revising stages in message development.
- Design and deliver ethical and credible messages
  - Prepare print and digital communication that is well-researched, attractive, and adapted to intended and potential audiences.
  - Demonstrate an awareness of the ethical issues related to professional communication.

See Appendix A for a list of the courses that fulfill the specific learning outcomes for students taking the BPC. Appendix A also shows how the BPC meets the University of the Fraser Valley's Institutional Learning Outcomes.

#### **Support for Placement Opportunities**

The Communications Department currently offers CMNS 412: *Communications Practicum* on an independent study basis. In the last three years, 29 students have completed the practicum course. Once the BPC is approved, the course will be run once per year to accommodate our program students.

The department appoints a faculty practicum liaison who is responsible for arranging placements, supervising the student academic work connected with the practicum, and serving as the department contact for potential placements. The department also maintains a current practicum manual that outlines the responsibilities of the students, the faculty liaison, and the field placement supervisors. Before beginning any practicum placement, all involved parties must sign a Work Experience Placement Agreement and Confidentiality Agreement.

The department has arranged placements and still has contacts with numerous local agencies. The following is a sampling of recent placements:

- City of Abbotsford (Abbotsford Building Connections through Diversity program)
- City of Mission
- CIVL Radio
- Abbotsford News
- Abbotsford 7s Rugby
- Big Brothers, Big Sisters
- Menno Place
- Abbyfest
- Abbotsford Community Services
- Abbotsford Hospice

Students have also undertaken projects for various support areas at UFV, including the Arts Advice Centre, the Centre for Indo-Canadian Studies, Student Housing, the Undergraduate Education Committee Assistant, the Centre for Education and Research on Aging, Student Life, and International Education.

The Practicum Placement Manual and Work Experience Placement Agreement and Confidentiality Agreement are included in Appendix B and the outline for CMNS 412: Communications Practicum can be found [here](#). These two documents outline in detail the anticipated outcomes of the workplace experience and how the students are evaluated during their placements. Students are jointly evaluated by practicum supervisors and the faculty liaison.

Students who do not complete the practicum course will have the option to complete a capstone course, CMNS 490: Directed Studies in Communications. CMNS 490 requires students to complete an independent, applied communications project that requires research, critical thinking, document production for a specific audience, and a technical briefing to an expert audience.

Students may also complete a co-op term for credit (more information can be found at <http://www.ufv.ca/jobs/co-op-education/>). Co-operative Education combines full-time study (study terms) with full-time, paid employment in a career-related field (work terms). Work terms are 4, 8, or 12 months in duration. Co-op work term placements are not guaranteed, but are awarded on a competitive basis. Each completed full-time co-op work term is worth six credits. Students may count up to four co-op credits towards the BPC.

**Program Course Requirements**

The following tables illustrate the full structure of the 90-credit Bachelor of Communication, including its elective components. Calendar descriptions of required courses are provided at the end of this section. Official course outlines for both required and elective courses are linked in the [Program Course Grid](#).

All courses for this degree already exist at UFV.

Course choices are configured so that students can plan their program to build their skills for communication and work in contexts including:

- Indigenous communities
- Business organizations, marketing and public relations
- Multimedia production
- Writing for media and editing
- Classroom and workplace instruction

The lower-level courses provide a foundation in the areas of theory, practice, analysis, and statistical research. In the upper-level courses, students are immersed in skills refinement, research, and demonstration of theory, knowledge, and skills integration.

**Program Course Grid**

| <b>Lower-level core requirements</b> (7 courses = 21-22 credits) <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">CMNS 212</a> Basic PR and Advocacy Communications (3)<br><a href="#">CMNS 235</a> Oral Communications (3)<br><a href="#">CMNS 251</a> Professional Report Writing (3)<br><a href="#">CMNS 280</a> Team and Small Group Communication for the Workplace (3)<br><a href="#">CMNS 180</a> Intro to Intercultural Communication (3)<br><a href="#">HSER 120</a> Intro to Interpersonal CMNS (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                              | <b>PLUS ONE OF:</b><br><a href="#">STAT 104</a> Introductory Statistics (4)<br><a href="#">STAT 106</a> Statistics I (4)<br><a href="#">PSYC 110</a> Statistical Analysis in Psychology (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Upper-level core requirements</b> (11 courses = 32-38 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <a href="#">CMNS 320</a> Editing Principles and Applications (4)<br><a href="#">CMNS 430</a> Project Management Communication (3)<br><br><b>ONE OF:</b><br><a href="#">CMNS 351</a> Professional Research Report (3)<br><a href="#">CMNS 390</a> Designing User-Friendly Guides, Manuals, and Instructions (3)<br><br><b>AT LEAST FIVE FROM:</b><br><a href="#">CMNS 300</a> Intro to the Practice of Journalism (3)<br><a href="#">CMNS 312</a> Intro to Public and Community Relations (3)<br><a href="#">CMNS 316</a> Communicating for Social Media (3)<br><a href="#">CMNS 325</a> Writing for the Sciences and Technology (3)<br><a href="#">CMNS 335</a> Advanced Oral Communication (4)<br><a href="#">CMNS 345</a> Instructional Skills for the Workplace (4)<br><a href="#">CMNS 360</a> Advocacy Writing (4)<br><a href="#">CMNS 365</a> Grant and Proposal Writing (3)<br><a href="#">CMNS 375</a> Understanding Design for Print Publication(3)<br><a href="#">CMNS 376</a> Understanding Design for Digital Publications (3)<br><a href="#">CMNS 385</a> Language and Action: Rhetoric (3)<br><a href="#">CMNS 480</a> Crisis Communication (4)<br><a href="#">MACS 460</a> Issues in the Information Society (4) |                                              | <b>PLUS ONE OF:</b><br><a href="#">CMNS 353</a> The Responsibility of Using Research in the Workplace (3)<br><a href="#">BUS 320</a> Business Research Methods (3)<br><a href="#">IPK 444</a> Indigenous Methodologies (4)<br><a href="#">MACS 355</a> Quantitative Research Methods (4)<br><a href="#">MACS 356</a> Qualitative Research Methods (4)<br><br><b>PLUS ONE OF:</b><br><a href="#">CMNS 412</a> Communications Practicum (4)<br><a href="#">CMNS 490</a> Directed Studies (4)<br>Co-op Placement*<br><br><i>*Students choosing a co-op placement will add one more course from the list of "at least five from" to the left because co-op term credits do not count towards degree requirements at UVF.</i> |
| <b>Additional degree requirements</b> (5 courses = 15-18 credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Two additional lower-level and three additional upper-level courses from the "Additional Degree Requirements List" (see below). Students may also use up to three additional courses from the upper-level core required courses list to meet the upper-level additional degree requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Electives</b> (4+ courses = 12+ credits)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| At least four non-Communications electives from any field of study that supports your career objective to reach a degree total of at least 90 credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Total core required courses = 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Total core required credits = 56-64          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Additional degree required courses = 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Additional degree required credits = 15 – 18 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Elective courses = 4+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Elective credits = 12+                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

<sup>1</sup> Note: Students are advised to select lower-level courses that are prerequisites (or recommended) for the upper-level courses that are of interest to them. See the course description section of the calendar for more information.

**Additional Degree Requirements List**

In addition to completing the core course requirements, students are required to select two additional lower-level and three additional upper-level courses from any of the courses listed below. The thematic areas are provided to show students how courses could connect to possible career paths, but students may choose courses from anywhere in this list for the additional degree requirements. Students may also use up to three additional courses from the upper-level core required courses list (in the previous table) to meet the upper-level additional degree requirements.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indigenous Communities</b></p> <p><a href="#">ANTH 211</a> Aboriginal Peoples in BC – Contemporary Issues (3)</p> <p><a href="#">IPK 277</a> Indigenous Art: Stories and Protocols (3)</p> <p><a href="#">IPK 486</a> Worldviews of Indigenous Peoples in North America (4)</p> <p><a href="#">FNST 201</a> Sto:lo Communication and World View (3)</p> <p><a href="#">MACS 270</a> Dynamics of Racism in Canada (3)</p> <p><b>Business, Marketing, and Public Relations</b></p> <p><a href="#">BUS 100</a> Intro to Business (3)</p> <p><a href="#">BUS 120</a> Essentials of Marketing (3)</p> <p><a href="#">BUS 203</a> Organizational Behavior (3)</p> <p><a href="#">BUS 223</a> Advertising (3)</p> <p><a href="#">BUS 325</a> E-Marketing (3)</p> <p><a href="#">BUS 327</a> Consumer Behavior (3)</p> <p><a href="#">BUS 408</a> Teamwork in Organizations (3)</p> <p><a href="#">CIS 110</a> Computerized Business Applications (3)</p> <p><a href="#">CMNS 340</a> Workplace Storytelling (3)</p> <p><a href="#">CMNS 380</a> The Cross-Generational Workplace (3)</p> <p><a href="#">CMNS 420</a> Virtual Team Communication (4)</p> <p><a href="#">MACS 215</a> Advertising as Social Communication (3)</p> <p><b>Multimedia Production</b></p> <p><a href="#">AH 203</a> History of Posters – Art of Persuasion (3)</p> <p><a href="#">GD 101</a> Fundamentals of Design (3)</p> <p><a href="#">GD 154</a> Typography (3)</p> <p><a href="#">GD 159</a> Digital Design Media II</p> <p><a href="#">GD 161</a> Graphic and Digital Design 1 (3)</p> <p><a href="#">GD 202</a> Interactive Design I (3)</p> <p><a href="#">GD 204</a> Interactive Design II (3)</p> <p><a href="#">VA 180</a> Digital Photography I (3)</p> <p><a href="#">VA 365</a> Documentary Video Storytelling (3)</p> | <p><b>Writing for Media and Editing</b></p> <p><a href="#">CMNS 301</a> Advanced Practice of Journalism (4)</p> <p><a href="#">ENGL 373</a> Literary Journalism (4)</p> <p><a href="#">MACS 110</a> Intro to Communication Theory (3)</p> <p><a href="#">MACS 130</a> Mass Communication in Canada (3)</p> <p><a href="#">MACS 235</a> Journalism in Canada (3)</p> <p><a href="#">MACS 369</a> Media Law and Ethics (4)</p> <p><a href="#">VA 180</a> Digital Photography I (3)</p> <p><b>Workplace Instruction and Training</b></p> <p><a href="#">CMNS 380</a> The Cross-Generational Workplace (3)</p> <p><a href="#">CMNS 340</a> Workplace Storytelling (3)</p> <p><a href="#">CMNS 420</a> Virtual Team Communication (4)</p> <p><a href="#">CMNS 445</a> Facilitating Skills for the Workplace (4)</p> <p><b>General</b></p> <p><a href="#">CMNS 200</a> Intro to Portfolio Development (3)</p> <p><a href="#">LIBT 145</a> Internet Information Retrieval (3)</p> <p><a href="#">LIBT 345</a> Advanced Internet Information Retrieval (3)</p> <p><a href="#">MACS 230</a> Cultural Industries (3)</p> <p><a href="#">MACS 255</a> Introduction to Social Research (3)</p> <p><a href="#">MACS 334</a> Cultural Policy (4)</p> <p><a href="#">SOC 215</a> Socialization (3)</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Course Descriptions**

Course descriptions for all of the required courses are included below.

**CMNS 180 – Introduction to Intercultural Communication**

In this introduction to intercultural communication theory and practice students will learn and apply concepts relating to cross-cultural knowledge, awareness, and understanding as they emerge in communication situations. They will develop their knowledge of verbal and non-verbal intercultural skills. Students will learn about their own cultural worldview and identity; investigate similarities and differences among their own and other worldviews and identities; practice intercultural skills; and learn about the importance of self-reflexivity, flexibility, and mindfulness in their intercultural interactions.

**CMNS 212 – Basic Public Relations and Advocacy Communication**

It takes skill to make your voice, cause, point of view stand out in a sea of messages. This course focuses on the fundamentals of persuasive communication used in public relations and advocacy settings. Students will write and design effective internal and external communication plans with an end-product of a blog or newsletter.

**CMNS 235 - Oral Communications**

This course focuses on the principles and psychology of effective speaking. Specific areas include informal presentations to small groups, formal presentations, meeting management, the use of presentation aids, developing the voice, and improving body language. Videotaped feedback is an important part of the course.

**CMNS 251 – Professional Report Writing**

This course teaches advanced skills for short to mid-length informational and analytical reports common to the workplace. Students learn to research, interpret, organize, and critically evaluate information. There is an emphasis on solving problems, using evidence, making carefully informed decisions and realistic recommendations as well as adapting the message to the audience. The importance of document design, accurate documentation of sources, responsible use of rhetoric, and clear and purposeful writing are strongly promoted.

**CMNS 280 – Team and Small Group Communication for the Workplace**

Prerequisite(s): CSM 108, or one of the following: CMNS 125, CMNS 155, CMNS 175, or ENGL 105. Workplace communication often requires both team and small group interactions. This course expands on skills learned in introductory communication courses by specifically addressing oral and written strategies used when working in teams and/or groups. A focus woven throughout the course will be on diversity and the development of group cohesion and task outcomes. Students will learn principles and practices used for group communication applied to both a face-to-face and virtual context. The course will examine how to assess when group vs. individual work should be used. It will focus on group/team development, membership, leadership, mentorship, and the dynamics of collaboration. Verbal, nonverbal, and listening techniques and strategies will be covered.

**CMNS 300 – Introduction to the Practice of Journalism**

Students will learn the fundamentals of news writing and reporting as demanded by newsrooms across all forms of media. The course is writing intensive and requires outside research (reporting) that includes interviewing and basic fact gathering. A wide variety of forms will be explored, from headline,



lead, and caption writing to articles based on the coverage of news events. Students will also be able to try their hand at writing feature stories as well as assessing local reactions to national events and issues.

#### **CMNS 312 – Introduction to Public and Community Relations**

This course provides an introduction to the principles, theory, and skills of public and community relations. The course will examine how public relations (PR) fits into the marketing mix, the importance of PR positioning, and reputation management. Students will analyze and produce a variety of electronic and print communication pieces for public relations purposes for a variety of audiences.

#### **CMNS 316 – Communicating for Social Media**

This course focuses on writing for social media and examines the rise of web-based communication tools and technologies that create a demand for new ways of writing. Writing in this context needs to be concise, engaging, valuable, authentic, and focused. Communication is now expected to almost be instant. Conversations and decisions are made virtually. This course explores the techniques needed to communicate effectively using social media as well as a variety of web-based technologies.

Note: Students will be required to participate in global social media environments.

#### **CMNS 320 – Editing Principles and Applications**

This course examines the types, principles, and processes of editing in a variety of contexts: academic, popular, technical, and business, both online and in print. By the end of the course you will have sufficient understanding and practice to work knowledgeably and correctly as an independent editor of small, in-house publications or alongside established editors of larger publications.

#### **CMNS 325 – Writing for the Sciences and Technologies**

An introduction to advanced principles and practical applications of written and oral communication for the Sciences. Emphasis is on professional, technical communications to a wide range of audiences, including popular newspapers and magazines, and scientific journals. Topics covered include the ethics of scientific communication, using computers in research and in the writing process, defining audiences, designing documents, using visual aids, and effective oral presentations.

#### **CMNS 335 – Advanced Oral Communication**

This course provides students with the opportunity to further develop presentation, workshop development, and meeting management skills for professionals. The course builds on the skills and knowledge learned in CMNS 235 through analysis of both publicly delivered speeches and public delivery of student presentations. The course also provides theoretical grounding in the rhetoric of speaking through analysis of landmark treatises from Aristotle to the present.

#### **CMNS 345 – Instructional Skills for the Workplace**

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. Developing lesson plans, using instructional technologies, developing and using evaluation techniques, and conducting on-the-job

training are the focus of the course.

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

#### **CMNS 351 – Professional Formal Research Report Writing**

This course focuses on the process and production of one long research document commonly used in business, industry, information technology, the arts, the natural and social sciences, and humanities. Students learn to propose and manage a research project in their career field and to practice proven research skills and methods and responsible documentation of sources. They will also learn to analyze, evaluate, and organize evidence, ideas, and arguments, as well as to compose, design, revise, and evaluate their document.

#### **CMNS 353 – The Responsibility of Using Research in the Workplace**

It is an essential workplace-ready skill to be able to determine the credibility and relevance of information and data gathered when trying to make key decisions. This course examines the responsibilities associated with gathering verifiable information and using secondary research and evaluation theory for the practical and timely application of workplace decision-making. At the heart of decision-making is an understanding of the specific stakeholder and audience needs. Likewise, it is essential that factors influencing decision-making are effectively documented, shared, and communicated. The focus of this course is not on academic research practices, but on incorporating secondary research mindfully into a variety of workplace situations and written reports.

#### **CMNS 360 – Advocacy Writing**

Students will learn advocacy writing at an advanced level. The course focuses on writing persuasive requests, advocacy planning, media planning, implementation strategy, and writing advocacy campaigns for social change. This course will address the writing skills connected to larger social and political issues.

#### **CMNS 365 – Grant and Proposal Writing**

Grant and proposal writing for fundraising, job creation, or professional purposes is the backbone of many for-profit, non-profit, and consulting organizations. In this course, students will write grants for fundraising and development purposes and will respond to RFPs (requests for proposals). The elements of making a persuasive case in written form will be the focus of this course. Students will learn how to create memorable and effective grants, proposals, letters of intent, and cover letters. Students will learn how to write and design a memorable case document; how to effectively research potential donors or employment contracts; how to prepare a budget for an RFP or fundraising proposal; and the ethical dimensions and dilemmas of grantsmanship and stewardship.

#### **CMNS 375 – Understanding Design for Print Publications**

This course focuses on the theory and practice of document design, typography, and desktop publishing. Students will apply their knowledge in design to a variety of documents including brochures, newsletters, and marketing material.

**CMNS 376 – Understanding Design for Digital Publications**

This course will examine social, cultural, and technological issues relating to the design and distribution of electronic texts. Students will collaborate on a project to build an electronic publication using HTML and CSS for web delivery and the EPUB document standard for display on mobile devices and eReaders.

**CMNS 385 – Language and Action: Seminar in Contemporary Rhetoric**

Students will investigate major schools of contemporary rhetorical theory in an effort to understand the paradigms governing language use in contemporary social and linguistic environments. Rhetoric always includes study of the ways language serves as a call to action; in this course, the emphasis will be on the ways language acts – in itself, on the user, and on the discourse community.

**CMNS 390 – Designing User-Friendly Guides, Manuals, and Instructions**

Effective technical and end-user documentation, both print and online, requires consideration of several key factors (e.g., users' specific needs, information gathering and research, design). The focus of this course is on structuring and designing documentation with the needs of the end users in mind. Students will learn about and apply the process for effective documentation to a number of exercises and to a term project of a document for a specific group (e.g., help centre sites, policy and procedures manuals or sites).

**CMNS 412 – Communications Practicum**

This course provides students with supervised practical applied experience in community and public relations or professional writing and speaking. Students will have an opportunity to practice skills gained in prerequisite courses and will receive feedback about their competencies. Students will meet for feedback seminars with the instructor and will be expected to contribute weekly to an online discussion forum.

**CMNS 430 – Project Management Communication**

This course prepares students, with or without project management experience, to work as collaborative, effective, and efficient project team participants and communicators. Students will practice the process of communication within project management that provides clarity, direction, and team success. Students will be introduced to a variety of project management documents and project team roles. They will also learn how to use a variety of written, oral, and interpersonal communication strategies to enhance the project team experience. This course can be applied to a wide variety of workplace settings and projects.

**CMNS 480 – Crisis Communications**

Crises are unexpected threats for which response time is short. Their origins can be natural (as with ice storms or tsunamis) or human (as with acts of terrorism or oil spills). This course uses Canadian and foreign examples to explore how to (and how not to) deal with serious challenges to public safety. To do so, it draws on both theoretical and practical approaches to communicating with diverse audiences in crisis situations.

**CMNS 490 – Directed Studies**

This course will provide students the opportunity to pursue in-depth independent study of a communications issue, theme, or problem. The completed project must display the student's abilities as an effective writer, knowledge of audience, and thorough familiarity with the selected topic area.

**BUS 320 – Business Research Methods**

This course examines different research methodologies and their applicability to various business research problems. Emphasis is placed upon survey research design. Students complete a major research project which includes research design, questionnaire construction, conducting a focus group, data collection, data analysis, and report writing. Industry-standard computer software is used to conduct the survey data analysis.

**HSER 120 – Introduction to Interpersonal Communications**

Introduces basic self-awareness and interpersonal communication skills. Students will learn about the nature of the communications process. The emphasis will be on developing and practicing the ability to communicate effectively with others. As part of the course requirements, students will be expected to share personal (but not necessarily private) experiences with others.

**IPK 444 – Indigenous Methodologies**

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

**MACS 355 – Quantitative Research Methods**

This course is an examination of measurement issues within sociological and anthropological research, focusing on the logical and conceptual construction and interpretation of tables, and an examination of the uses and abuses of statistics. Students will blend classroom knowledge of statistics with real life analysis of sociological data (including the use of computer software) to develop practical research skills. The course focuses on the application, rather than the mathematics, of statistics.

**MACS 356 – Qualitative Research Methods**

This course examines methods used in the collection and analysis of sociological data including interviews, participant observations, ethnographic research, archival research, feminist and critical methodologies, and research ethics.

**MACS 460 – Issues in the Information Society**

This course explores the social, political, and cultural dimensions of information technology and what has come to be known as the "information society". Students will examine technology in relationship to a variety of social issues such as the changing nature of: work, individual identity formation, social roles, democracy, privacy, and community.

**PSYC 110 – Statistical Analysis in Psychology**

This course covers basic techniques of descriptive and inferential statistics and their applications to psychological research. Methods of graphing, measures of central tendency, dispersion, relationships, and various parametric and distribution-free tests are included.

**STAT 104 – Introductory Statistics**

This course is an introduction to descriptive statistics, probability, sampling, estimation, hypothesis testing, correlation, and regression. It provides an intuitive approach to why and when the procedures may be used, without involving mathematical proofs. This course is recommended for anyone who wishes to develop the ability to intelligently evaluate published statistical data, and for students of arts, criminal justice, education, and social science in particular.

**STAT 106 – Statistics I**

This course is an introduction to descriptive statistics, sampling, probability, estimation, hypothesis testing, correlation, regression, and analysis of variances. This course is similar to STAT 104, but includes multiple regressions, one-way ANOVA, and a more detailed discussion of probability results. Facility with Grade 12 level algebra is expected, but no calculus is required. As a general rule, students with Math 11 are expected to take STAT 104, those with Math 12 are expected to take STAT 106, and those with a full year of calculus are expected to take STAT 270/MATH 270.

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

### **Delivery Methods**

The Communications Department at UFV has been and continues to be a leader and innovator in program delivery and learning methodologies. Courses are delivered both in the classroom and online. Fully online versions of 10 of our courses are offered across all semesters (Fall, Winter, and Summer), with multiple sections available in core courses such as CMNS 251. The department continues to develop online versions of existing courses where appropriate. We also use varied methods of delivery, including hybrid courses where half of the instruction and class work takes place face-to-face and half online, flipped courses where the lecture and theory components are completed online and the writing labs and exercises take place face-to-face, short-term courses that increase the contact hours per week to shorten the time required to complete, Saturday courses, and courses booked at alternate locations to serve the needs of particular student or community groups.

Department practices that support a student-centered approach to teaching and learning include:

- Course offerings at all UFV campuses
- Small class sizes (25 – 36 students) and active learning methodologies
- Experiential learning through practicum, co-op placement, and directed study
- Opportunities for assessment of prior learning in most course offerings

UFV holds an unlimited license for Blackboard Learn, meaning that a course shell is available for every class offered. In Communications, our policy is to use Blackboard Learn to post instructional materials and allow course discussions even in face-to-face classes. See Appendix C for UFV support for online and hybrid delivery.

Other practices that enhance the student experience are inclusion of both individual and team projects and assignments, cross-listed courses with a variety of departments (eg. Geography, Media and Communication Studies, English), and oral presentations of final projects that are open to administration, faculty, and students across campus to attend.

CMNS 375: Understanding Design for Print Publication and CMNS 376: Understanding Design for Digital Publication are offered in a specialty computer lab. Computers in this lab (shared with other areas such as Visual Arts) are equipped with Adobe's Creative Suite. Other computer labs are regularly booked by Communications instructors for in-class or timed writing assignments.

**Quality Assurance**

The Communications Department, as does all of the UFV community, uses multiple methods to ensure that it is retaining excellent faculty and sessional instructors, and keeping courses current with the educational needs of students. Courses are evaluated on a six-year cycle, with each course reviewed by faculty who have taught that particular course who then submit their suggestions for revision to the department as a whole. The Communications Department is innovative in its approach to departmental policies to ensure quality assurance. For instance, we were the first to develop a department procedure manual outlining how Prior Learning Assessments (PLAR) will be reviewed and accepted for course credits (see Appendix D).

It is worth noting here that a number of Communications faculty members have ongoing teaching and learning programs of research. For example, faculty are engaged in research related to:

- Face-to-face vs. online success rates
- Course evaluation processes
- Cultural responsiveness in the classroom/indigenization
- Linking science & the arts
- Students' motivations
- Intercultural communication

These specialized areas of research allow the department to remain current in our course offerings and ensure the quality of our course content and pedagogy.

**Evidence of Expertise and Resources**

The Communications Department has an excellent working relationship across campus with support services that are invaluable to both instructors and students in their pursuit of a Communications education. Courses in the department rely heavily upon media resources not only for course delivery, but also for such things as video-recording and uploading student presentations and completing projects that rely on new media. The department has also been able to optimize its own resources to create a multi-purpose space that provides a shared office for sessional and traveling instructors, as well as a faculty meeting and resource space. Other institutional resources that are used consistently include:

- Teaching and Learning Centre, providing support for faculty members in curriculum design and instructional methods (found at [www.ufv.ca/tlc](http://www.ufv.ca/tlc)).
- Educational Technology Services (ETS), providing support for both students and faculty in online teaching and media production (found at [www.ufv.ca/ets](http://www.ufv.ca/ets)).
- Information Technology Services (ITS), providing support for both students and faculty for network/wireless and software access (found at [www.ufv.ca/its](http://www.ufv.ca/its)).

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

### **Admissions Requirements**

To be admitted to UFV, students must meet the general admissions requirements, found here: [http://www.ufv.ca/calendar/2013\\_14/General/Admissions.htm#General](http://www.ufv.ca/calendar/2013_14/General/Admissions.htm#General). Included in the general admission requirements is the English Language Proficiency Requirement. [http://www.ufv.ca/calendar/2013\\_14/general/admissions.htm#ELPS](http://www.ufv.ca/calendar/2013_14/general/admissions.htm#ELPS)

All students entering this program must:

- meet one of the entrance options outlined below
- participate in a competitive interview process
- submit a portfolio.

The content and nature of the portfolio will be outlined in guidelines provided on the Communications Department website, and may be discussed with the educational advisor. The portfolio will consist of the following:

- A covering memo that introduces and explains each piece of the portfolio.
- A collection of documents to include 10 to 12 memos/emails, letters, reports, brochures, web pages, or other written examples produced in a professional setting that demonstrate the applicant's writing ability.
- Two to three letters of reference or support indicating the applicant's suitability for the program. No more than one of these can be from a previous instructor; the remaining should come from professional environments.
- A current résumé.
- A reflective statement (500 words, memo format) that explains the applicant's background, describes the communications industry as the applicant sees it, and explains why the applicant chose this career path.

### ***Option 1: University entrance (for students who have attended some post-secondary school)***

Completion of a minimum of 30 university-level credits with a minimum 2.67 CGPA, to include

- One of CMNS 125, CMNS 155, or CMNS 175 with a course grade of at least a B
- Three more credits of CMNS or ENGL with a course grade of at least a B
- One of CMNS 180 or HSER 120 with a course grade of at least a B.

Note: Students should be aware that not all courses taken may apply to the Bachelor of Professional Communication.



***Option 2: Direct entry (for students who have a minimum of 5 years of relevant work experience)***

Students may be admitted to the degree program if they can demonstrate that they have related experience in the field. This may include experience and/or development in any of the following areas:

- Technical writing
- Journalism
- Publishing or editing
- Social media planning
- Business or marketing management
- Advertising
- Grant writing
- Public relations

Students must also prove that they possess superior writing skills and meet the prerequisites for the lower-level courses.

***Option 3: Combination of relevant experience and/or course credit***

Students may be admitted to the program if they can demonstrate that the combination of their related work or volunteer experience and coursework prepares them for the program, and if they possess superior writing skills and meet the prerequisites for the lower-level courses. In some cases, students may be admitted directly from high school under this option.

**Transfer Credit**

Transfer credit will be evaluated based on existing BCCAT agreements and in accordance with UFV's Transfer Credit Policy 107 (<http://www.ufv.ca/Assets/Secretariat/Policies/107.pdf>) The Communications Department has a standing committee for the evaluation of transfer credit in situations where we have not previously granted transfer credit for Communications courses.

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

In addition to encouraging transfer credit, the BA in Professional Communication will facilitate PLAR for its students. Credit for knowledge and skills acquired through former learning, life and work experience will be granted to students who provide evidence that they have achieved a level of learning and ability equivalent to that which would be acquired through formal study in the public post-secondary system.

The following relevant policies will apply to this program:

- UFV's Prior Learning Assessment and Recognition Policy 94 (<http://www.ufv.ca/Assets/Secretariat/Policies/94.pdf>)
- Course Challenge Policy 106 (<http://www.ufv.ca/Assets/Secretariat/Policies/106.pdf>)
- Portfolio Assessment Policy 97 (<http://www.ufv.ca/Assets/Secretariat/Policies/97.pdf>).

**Residency Requirements**

Of the BPC required total of 90 credits, 45 credits must be completed at UFV. In addition, at least 30 upper-level credits must be completed at UFV.

**Articulation Agreements**

The BA in Professional Communication plans to negotiate block transfer arrangements with related programs at other institutions so that their two-year Associate of Arts graduates can transfer directly into upper-level studies in Professional Communication at UFV.

Our courses are articulated wherever possible through BCCAT, and we plan to explore block transfer options for our students to transfer into other programs. We will also investigate a laddering agreement that will allow our students entry into a Master's degree in Communications with Royal Roads University and with other institutions.

## **7. Faculty**

The UFV Communications Department consists of nine full-time faculty members. Qualified sessional faculty add to our ability to meet demand for our courses where required. No new faculty members will be required for this degree.

The BPC plans to accept 25 students each year up to an aggregate total of 75 students in the program. At the end of four years, we expect 60 to 75 students to be enrolled at various stages of the program. Our existing course offerings and faculty complement can meet the demand of this number of students.

Over the last six years, the Communications Department has seen a 47% increase in the number of students and a 31% increase in the number of sections offered. In 2007/08, 81 sections were offered, and in 2012/13, 106 sections were offered in total.

In Fall 2013, the overall fill rate for Communications courses was 94%, and the current fill rate for Winter 2014 is 96%. In spite of these high fill rates, we anticipate ample room for our degree students. First, we would expect at least five, more likely 10, of the first intake of degree students would come from existing students currently in Communications courses (see [survey results](#)). Second, in 2013/14, we are offering the following as part of our course schedule:

- 2 lower-level courses required for the degree (CMNS 180 and CMNS 212)
- 8 sections of CMNS 235
- 26 sections of CMNS 251
- 15 upper-level sections

Even at 97% fill rates, allowing for one extra student per class, there is sufficient room for an additional 50 students minimum over the year. Course reserves can be used to good effect for upper-level courses as well. Currently, few upper-level Communications courses are required by other programs at UFV; they are generally taken as electives by the students enrolling now.

In our 2014/15 budget projections, our class sizes are temporarily increased slightly so we are reducing the number of sections by six, but we will still be offering a greater number of seats in Communications courses overall. In spite of the slightly reduced number of sections over the year, we are well able to maintain a two-year rotation for all upper-level courses and one-year rotation for those required in the degree.

Currently, the Communications Department is allotted an 80% time Department Assistant, but we will require a 20% top-up to make this a 100% position to account for program advising responsibilities with the new degree.

The Communications department has been focused on building a faculty that has both theoretical grounding and practical experience in the field. Faculty and sessional instructors hold advanced degrees that offer a broad base of theory directly related to communications practice (communications, English, adult education, advocacy, public speaking, media technology, journalism, rhetoric, media & communication studies); many faculty came to the institution with extensive work experience in

workplace communications and leadership. This experience was in such areas as small business operations, corporate management, document design and publishing. Additionally, faculty and sessional instructors have specific areas of industry expertise such as public relations, mass media, fundraising, not-for-profit management, and marketing.

The Communications Department offers both continuity and innovation in the faculty. The department has an excellent record in retaining faculty, offering a great source of institutional history and knowledge. At the same time, as faculty retire, the introduction of new colleagues with knowledge current to the field allows for innovation in teaching and research. The mix is vibrant and robust.

Instructor evaluations at UFV include probationary and post-probationary processes that consider student feedback, institutional service, professional development, and self-reflection. The Communications Department also encourages peer observation beyond what is required during the probationary period. We also engage collegial discussions of grading standards and evaluation methods, and we adhere to a regularly-updated department policy manual that includes expectations around mentoring of new faculty (both sessional and regular).

For the UFV policy pertaining to protection of academic freedom, see <http://www.ufv.ca/media/assets/secretariat/policies/BRP-201.01-Board-Policy-on-Academic-Freedom.pdf>. Review of faculty performance criteria, teaching load, and professional development are all outlined in the Faculty and Staff Association-University of the Fraser Valley's Collective Agreement (see Appendix K for copies of the specific articles). Professional development support is offered to faculty through the [Human Resources Department](#).

Curriculum vitae of all permanent faculty members are included in Appendix E.

**8. Program Resources****Resources**

See Appendix F for a complete review of on-site and web-based library resources relevant to Communications. The current library holdings are sufficient for offering the Professional Communications degree. The Communications Department adds to the collection each year as new resources become available.

Each UFV campus offers a number of open-access computer labs for students, and these are adequate to meet the needs of Professional Communication degree students. Labs are also monitored to provide students with technical support.

Students in this program will be free to take advantage of various campus facilities and meeting rooms. The Communications Resource Room can be used as a student meeting space for degree students also. No further specialized classrooms, labs, or equipment will be required for this program.

The Communications Department currently shares access with other programs such as Fashion Design and Graphic Design to a specialized computer lab. The computers in this lab are equipped with Adobe Creative Suite and other specialized software. Lab hardware and software are refreshed on a regular cycle. Other institutional resources shared by the Communications Department include the Writing Centre, Educational Technology Services, and the Career Centre. These resources are available to all students at UFV, and because we anticipate our program students will not increase the total number of FTEs at the institution, it is not anticipated that workload for these areas will be affected.

**Implementation Schedule**

|                                              | <b>YEAR 1<br/>(2015/2016)</b>                                                               | <b>YEAR 2<br/>(2016/2017)</b>      | <b>YEAR 3<br/>(2017/2018)</b>      | <b>YEAR 4<br/>(2018/2019)</b>      | <b>YEAR 5<br/>(2019/2020)</b>      |
|----------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <b>ADMISSIONS</b>                            | Admit 25                                                                                    | Admit to a maximum enrolment of 50 | Admit to a maximum enrolment of 75 | Admit to a maximum enrolment of 75 | Admit to a maximum enrolment of 75 |
| <b>SECTIONS*</b>                             |                                                                                             | 1 section - CMNS 320               | 1 section- CMNS 430                | No additions                       | No additions                       |
| <b>ADMINISTRATION &amp; INDUSTRY LIAISON</b> | .5 Department Head Course Release<br>.20 Staff Position (added to current .80 admin support | No addition                        | No addition                        | No addition                        | No addition                        |

30

Professional Communication Degree Proposal, Submitted to UEC on June 11, 2014

|                          |                                                          |                  |                  |                    |                    |
|--------------------------|----------------------------------------------------------|------------------|------------------|--------------------|--------------------|
|                          | position)                                                |                  |                  |                    |                    |
| <b>ADMIN SUPPORT</b>     | No addition                                              | No addition      | No addition      | No addition        | No addition        |
| <b>TECHNICAL SUPPORT</b> | n/a                                                      | n/a              | n/a              | n/a                | n/a                |
| <b>TOTAL**</b>           | <b>.5 section course release<br/>.20 Staff Positions</b> | <b>1 section</b> | <b>1 section</b> | <b>No addition</b> | <b>No addition</b> |

\* **Additions** for each year are noted, assuming that **previous additions continue**

\*\* New resources required each **budget** year

We anticipate some third and fourth-year students will enter the degree program in our first admission. We also expect students to come in to the Communications degree from Business and other two-year diplomas.

The courses in the degree are all existing courses, and the upper-levels are slotted into our regular course rotation to ensure they run at least every other year. Of the required courses, only one has not been offered yet, CMNS 320. Both CMNS 320 and CMNS 420 are required courses and should therefore be offered once per year, so increases in sections have been added to Years 2 and 3 of the program to account for the fact that these courses will need to be offered twice as often.

Our current administrative support in the Communications Department is a .80 position. We anticipate that this position will need to be topped up to 100% in the first year to account for increased administration of candidate interviews, marketing, and other program administration tasks. An increase of .5 section releases for the Department Head release in Communications would mean the Department Head would need to teach only one course per semester every year, allowing him or her enough time to perform program management tasks such as industry liaison, program planning, student orientation sessions, etc.

## 9. Program Consultation

In preparing for this degree proposal, the Communications Department consulted with students, with program and support areas within UFV, and with our Communications Minor Program Advisory Group. Furthermore, we examined degrees at other institutions in BC and the US, and asked for feedback from our colleagues at these institutions. We also conducted labour market research and asked for support from potential employers in our region.

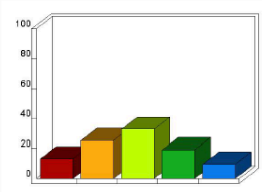
### Program and Support Areas within UFV

The Communications Department has consulted within the institution about our plans for this degree, particularly with the program areas that have courses contributing to electives in this degree. The program proposal will undergo UFV's internal approval process, which includes campus-wide consultation and various approval levels before presentation at Senate (see the Undergraduate Course and Program Approval Policy [http://www.ufv.ca/media/assets/secretariat/policies/Undergraduate-Course-and-Program-Approval-\(21\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Undergraduate-Course-and-Program-Approval-(21).pdf) ).

### Students

In February of 2012, UFV's Office of Institutional Research and Planning, on behalf of the Communications Department, conducted a web survey of enrolled students in the College of Arts, the School of Business, and the Computer Information Systems Department to gauge interest in a Communications degree. In all, 600 students completed the survey. Full results are included in Appendix G, but the important findings were that almost 39% (232) of the respondents indicated they would be "Interested" or "Very Interested" in pursuing a Communications degree at UFV, while a similar number (202) said they would have been "Likely" or "Very Likely" to pursue a Communications degree if one had been available when they began their studies at UFV.

9. If a Communications degree became available at UFV, how interested would you be in taking it? Mean: 2.87

| Response                            | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph                                                                                |
|-------------------------------------|-------|-------|---------|--------------|--------------------|--------------|--------------------------------------------------------------------------------------|
| Very interested                     | 1.00  | 80    | 13.27   | 13.27        | 13.29              | 13.29        |  |
| Interested                          | 2.00  | 152   | 25.21   | 38.47        | 25.25              | 38.54        |                                                                                      |
| Neither interested nor uninterested | 3.00  | 197   | 32.67   | 71.14        | 32.72              | 71.26        |                                                                                      |
| Uninterested                        | 4.00  | 115   | 19.07   | 90.22        | 19.10              | 90.37        |                                                                                      |
| Very uninterested                   | 5.00  | 58    | 9.62    | 99.83        | 9.63               | 100.00       |                                                                                      |
| <b>Total Valid</b>                  |       | 602   | 99.83   |              | 100.00             |              |                                                                                      |
| <b>Missing</b>                      |       | 1     | 0.17    |              |                    |              |                                                                                      |
| <b>Total</b>                        |       | 603   | 100.00  |              |                    |              |                                                                                      |

10. If a Communications degree had been available when you began studying at UFV, how likely would it be that you would have chosen it? Mean: 3.05

| Response                    | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|-----------------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Very likely                 | 1.00  | 79    | 13.10   | 13.10        | 13.10              | 13.10        |       |
| Likely                      | 2.00  | 123   | 20.40   | 33.50        | 20.40              | 33.50        |       |
| Neither likely nor unlikely | 3.00  | 178   | 29.52   | 63.02        | 29.52              | 63.02        |       |
| Unlikely                    | 4.00  | 135   | 22.39   | 85.41        | 22.39              | 85.41        |       |
| Very unlikely               | 5.00  | 88    | 14.59   | 100.00       | 14.59              | 100.00       |       |
| <b>Total Valid</b>          |       | 603   | 100.00  |              | 100.00             |              |       |

These responses, along with the 98 students who indicated they would reconsider leaving UFV to complete their studies if a CMNS degree were offered here, suggest a very strong interest in Communications as a degree option among existing UFV students.

13. If you were planning to complete your degree elsewhere, would you reconsider if a Communications degree were available at UFV? Mean: 2.89

| Response           | Value | Freq. | Percent | Cum. Percent | Valid Cum. Percent | Val. Percent | Graph |
|--------------------|-------|-------|---------|--------------|--------------------|--------------|-------|
| Yes                | 1.00  | 98    | 16.25   | 16.25        | 16.39              | 16.39        |       |
| Unsure             | 2.00  | 107   | 17.74   | 34.00        | 17.89              | 34.28        |       |
| No                 | 3.00  | 154   | 25.54   | 59.54        | 25.75              | 60.03        |       |
| Not applicable     | 4.00  | 239   | 39.64   | 99.17        | 39.97              | 100.00       |       |
| <b>Total Valid</b> |       | 598   | 99.17   |              | 100.00             |              |       |
| <b>Missing</b>     |       | 5     | 0.83    |              |                    |              |       |
| <b>Total</b>       |       | 603   | 100.00  |              |                    |              |       |

#### Communications Minor Program Advisory Group

We conferred with potential employers on the program advisory group for our minor. The advisory group consists of representatives from Telus, UFV's Development Office, the Abbotsford News, the City of Abbotsford, University of Calgary Marketing and Communications, and the Abbotsford Police, along with a UBC faculty member, a freelance photographer, and media relations experts. Our last consultation occurred on April 18, 2013, during which the advisory group supported our plans for a 90-credit credential and the proposed course grid. They also gave positive feedback and suggested edits for the program learning outcomes.



**Market Research**

Market research shows that communication skills are valuable, not only for those in specific communications fields, but also for those in other managerial or advanced positions. Work BC (2013) indicates that the National Occupational Classification (NOC) 0611, Sales, Marketing, and Advertising Managers, has “Excellent” salary, occupation size, and job stability prospects. This NOC includes occupations such as advertising manager, communications director, media relations director, public relations director, fundraising campaign manager, internet communications manager, e-business manager, promotions manager, web communications manager, and web marketing manager. NOC 5124, Professional Occupations in Public Relations and Communications, is also considered to have above average salary. This occupational classification includes jobs such as communications officer, fundraising consultant, media relations officer, public relations officer, publicity agent, communications specialist, media coordinator, and press secretary. In addition, the 2010 Biennial Skills and Attributes Survey Report published by the Business Council of British Columbia showed that employers in BC ranked speaking/listening, teamwork, problem solving, writing, and planning/time management, all skills taught in our proposed degree, within the top ten most frequently selected skills for new employees.

The Canadian Occupational Projection System (HRSDC, 2013) indicates national expansion demand within these industries through 2020. Although Work BC (2013) indicates that both of these occupational categories will have balanced demand or slightly excess supply of new job seekers within British Columbia from 2010 to 2015, in keeping the BPC intensely applied in focus with competitive entry and a small intake, we are allowing our small group of students an advantage in applying for a potentially limited number of positions within the province. Based on the national projections, it is reasonable to assume that there will be expansion demand in these industries in BC after 2015. From a regional perspective, UFV’s main campuses are located in Abbotsford, Chilliwack, and Mission, and the nearest (and only) other *applied* Communications degree offered in BC is at Capilano University in North Vancouver, 70 kilometers from UFV.

**Other Institutions**

In preparing this degree, the working group consulted the US National Communication Association’s “Speaking and Listening Competencies for College Students” and “Standards for Undergraduate Communication Programs” (see Appendices H and I), since a Canadian equivalent set of guidelines does not exist. We also surveyed Communications degrees across Canada, and particularly BC, to ensure our degree plans met academic and professional standards reflected by degrees at other institutions.

**Regional Employers**

We are currently consulting with local banks and newspapers, Fraser Health, Purdy’s, Telus, the City of Mission, the City of Abbotsford, Abbotsford Community Services, CIVL Radio, and others for letters of support for this degree. These will be added to the proposal as appendices as they are submitted.

## **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. All aspects of this process share the same aim: strengthening a culture of continuous improvement throughout the institution.

References

Business Council of British Columbia. (December, 2010). 2010 Biennial skills and attributes survey report: What are BC employers looking for? Retrieved from [http://www.bcbc.com/content/586/REF\\_SS\\_2010\\_CompleteReport.pdf](http://www.bcbc.com/content/586/REF_SS_2010_CompleteReport.pdf).

Human Resources and Development Canada. (2013). Canadian occupational projection system (COPS). Retrieved from <http://www23.hrsdc.gc.ca/.4cc.5p.1t.3ondatas.2arch@-eng.jsp>.

Work BC. (2013). Career profiles. Retrieved from <http://www.workbc.ca/Careers/Career-Profiles/Pages/Career-Profiles.aspx>.

**Bachelor of Professional Communication**

The Bachelor of Professional Communication (BPC) degree allows students to choose their courses from a range of disciplines that reflect the interdisciplinary nature of communications as it is practiced in the workplace. Designing an effective communication may involve any combination of visual arts, rhetorical skill, specialized knowledge of information technology, and an awareness of governmental and legal policy as they apply to a particular situation.

Graduates from this program will be able to function as professionals in many areas of communications: consultants, communication officers for large corporations or organizations, journalists, lobbyists, speechwriters, technical writers, etc. Most management positions also require good communication skills (writing and speaking), so many graduates may find their credential useful for career advancement in a variety of industries and positions.

**Entrance requirements**

All applicants entering this program must:

- meet one of the entrance options outlined below
- participate in a competitive interview process
- submit a portfolio.

The content and nature of the [portfolio](#) [will be linked to CMNS website; please see page 26 of the Degree Proposal for an example of portfolio requirements] are outlined in guidelines provided on the Communications Department website.

***Option 1: University entrance (for students who have attended some post-secondary school)***

Completion of a minimum of 30 university-level credits with a minimum 2.67 CGPA, to include

- One of CMNS 125, CMNS 155, or CMNS 175 with a course grade of at least a B
- Three more credits of CMNS or ENGL with a course grade of at least a B
- One of CMNS 180 or HSER 120 with a course grade of at least a B.

Note: Students should be aware that not all courses taken may apply to the Bachelor of Professional Communication.

***Option 2: Direct entry (for students who have a minimum of 5 years of relevant work experience)***

Applicants may be admitted to the degree program if they can demonstrate that they have related experience in the field. This may include experience and/or development in any of the following areas:

- Technical writing
- Journalism
- Publishing or editing
- Social media planning
- Business or marketing management
- Advertising
- Grant writing
- Public relations

Applicants must also demonstrate through their portfolio that they possess superior writing skills and meet the course outcomes for [CMNS 125](#).

***Option 3: Combination of relevant experience and/or course credit***

Applicants may be admitted to the program if they can demonstrate that the combination of their related work or volunteer experience and coursework prepares them for the program, and if they possess superior writing skills and meet the course outcomes for [CMNS 125](#). In some cases, students may be admitted directly from high school under this option.

**When to apply**

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [specific intake application process](#).

**How to apply**

1. Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). Application forms are available from any OReg or Student Services office. You can also print an application form or apply online at [www.ufv.ca/admissions/admissions/apply](http://www.ufv.ca/admissions/admissions/apply)

- Additional documents required for complete application: Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required when you register (see the [Fees and Other Costs](#) section). This money will be applied toward your tuition fees. Final payment of all course fees is due by the end of the second week of classes.

**Basis for admission decision (competitive admission)**

Applicants will be admitted through a competitive entry process. Meeting the minimal requirements does not guarantee admission.

**Program duration and total number of credits**

A minimum of six semesters of full-time study requiring a minimum of 90 credits, to include a minimum of 40 upper-level (300- or 400-level) credits.

**Program Outline**

***Lower-level requirements***

| <b>Course</b>      | <b>Title</b>                                         | <b>Credits</b> |
|--------------------|------------------------------------------------------|----------------|
| CMNS 212           | Basic Public Relations and Advocacy Communications   | 3              |
| CMNS 235           | Oral Communications                                  | 3              |
| CMNS 251           | Professional Report Writing                          | 3              |
| CMNS 280           | Team and Small Group Communication for the Workplace | 3              |
| CMNS 180           | Introduction to Intercultural Communication          | 3              |
| HSER 120           | Introduction to Interpersonal Communications         | 3              |
| <b>One of:</b>     |                                                      | 3-4            |
| STAT 104           | Introductory Statistics                              |                |
| <b>or</b> STAT 106 | Statistics I                                         |                |
| <b>or</b> PSYC 110 | Statistical Analysis in Psychology                   |                |

Note: Students are advised to select lower-level courses that are prerequisites (or recommended) for the upper-level courses that are of interest to them. See the course description section of the calendar for more information.

***Upper-level requirements***

| <b>Course</b>              | <b>Title</b>                                              | <b>Credits</b> |
|----------------------------|-----------------------------------------------------------|----------------|
| CMNS 320                   | Editing Principles and Applications                       | 4              |
| CMNS 430                   | Project Management Communication                          | 3              |
| <b>One of:</b>             |                                                           | 3              |
| CMNS 351                   | Professional Formal Research Report Writing               |                |
| <b>or</b> CMNS 390         | Designing User-Friendly Guides, Manuals, and Instructions |                |
| <b>At least five from:</b> |                                                           | 15-20          |
| CMNS 300                   | Introduction to the Practice of Journalism                |                |

|          |                                                |
|----------|------------------------------------------------|
| CMNS 312 | Introduction to Public and Community Relations |
| CMNS 316 | Communicating for Social Media                 |
| CMNS 325 | Writing for the Sciences and Technology        |
| CMNS 335 | Advanced Oral Communication                    |
| CMNS 345 | Instructional Skills for the Workplace         |
| CMNS 360 | Advocacy Writing                               |
| CMNS 365 | Grant and Proposal Writing                     |
| CMNS 375 | Understanding Design for Print Publications    |
| CMNS 376 | Understanding Design for Digital Publications  |
| CMNS 385 | Language and Action: Rhetoric                  |
| CMNS 480 | Crisis Communication                           |
| MACS 460 | Issues in the Information Society              |

|                |                                                       |     |
|----------------|-------------------------------------------------------|-----|
| <b>One of:</b> |                                                       | 3-4 |
| CMNS 353       | The Responsibility of Using Research in the Workplace |     |
| BUS 320        | Business Research Methods                             |     |
| IPK 444        | Indigenous Methodologies                              |     |
| MACS 355       | Quantitative Research Methods                         |     |
| MACS 356       | Qualitative Research Methods                          |     |

|                 |                          |   |
|-----------------|--------------------------|---|
| <b>One of:</b>  |                          | 4 |
| CMNS 412        | Communications Practicum |   |
| CMNS 490        | Directed Studies         |   |
| Co-op Placement |                          |   |

Note 1: Students may use a maximum of four credits of co-op education towards degree requirements.

***Additional Degree Requirements***

Two additional lower-level and three additional upper-level courses from the “Additional Degree Requirements List” (see below). Students may also use up to three additional courses from the upper-level core required courses list to meet the upper-level additional degree requirements.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Indigenous Communities</b><br><a href="#">ANTH 211</a> Aboriginal Peoples in BC – Contemporary Issues (3)<br><a href="#">IPK 277</a> Indigenous Art: Stories and Protocols (3)<br><a href="#">IPK 486</a> Worldviews of Indigenous Peoples in North America (4)<br><a href="#">FNST 201</a> Sto:lo Communication and World View (3)<br><a href="#">MACS 270</a> Dynamics of Racism in Canada (3)                                                                                                                                                                                                                                                                                                                                      | <b>Journalism and Editing</b><br><a href="#">CMNS 301</a> Advanced Practice of Journalism (4)<br><a href="#">ENGL 373</a> Literary Journalism (4)<br><a href="#">MACS 110</a> Intro to Communication Theory (3)<br><a href="#">MACS 130</a> Mass Communication in Canada (3)<br><a href="#">MACS 235</a> Journalism in Canada (3)<br><a href="#">MACS 369</a> Media Law and Ethics (4)<br><a href="#">VA 180</a> Digital Photography I (3) |
| <b>Business, Marketing, and Public Relations</b><br><a href="#">BUS 100</a> Intro to Business (3)<br><a href="#">BUS 120</a> Essentials of Marketing (3)<br><a href="#">BUS 203</a> Organizational Behavior (3)<br><a href="#">BUS 223</a> Advertising (3)<br><a href="#">BUS 325</a> E-Marketing (3)<br><a href="#">BUS 327</a> Consumer Behavior (3)<br><a href="#">BUS 408</a> Teamwork in Organizations (3)<br><a href="#">CIS 110</a> Computerized Business Applications (3)<br><a href="#">CMNS 340</a> Workplace Storytelling (3)<br><a href="#">CMNS 380</a> The Cross-Generational Workplace (3)<br><a href="#">CMNS 420</a> Virtual Team Communication (4)<br><a href="#">MACS 215</a> Advertising as Social Communication (3) | <b>Workplace Instruction and Training</b><br><a href="#">CMNS 380</a> The Cross-Generational Workplace (3)<br><a href="#">CMNS 340</a> Workplace Storytelling (3)<br><a href="#">CMNS 420</a> Virtual Team Communication (4)<br><a href="#">CMNS 445</a> Facilitating Skills for the Workplace (4)                                                                                                                                         |
| <b>Multimedia Production</b><br><a href="#">AH 203</a> History of Posters – Art of Persuasion (3)<br><a href="#">GD 101</a> Fundamentals of Design (3)<br><a href="#">GD 157</a> Digital Design Media I (3)<br><a href="#">GD 154</a> Typography<br><a href="#">GD 161</a> Graphic and Digital Design I (3)<br><a href="#">GD 202</a> Interactive Design I (3)<br><a href="#">GD 204</a> Interactive Design II (3)<br><a href="#">VA 180</a> Digital Photography I (3)<br><a href="#">VA 365</a> Documentary Video Storytelling (3)                                                                                                                                                                                                      | <b>General</b><br><a href="#">CMNS 200</a> Intro to Portfolio Development (3)<br><a href="#">LIBT 145</a> Internet Information Retrieval (3)<br><a href="#">LIBT 345</a> Advanced Internet Information Retrieval (3)<br><a href="#">MACS 230</a> Cultural Industries (3)<br><a href="#">MACS 255</a> Introduction to Social Research (3)<br><a href="#">MACS 334</a> Cultural Policy (4)<br><a href="#">SOC 215</a> Socialization (3)      |

### ***Electives***

At least four non-Communications electives from any field of study that supports your career objective to reach a degree total of at least 90 credits.

### **Graduation**

Students are required to have a 2.5 CGPA for the duration of the program to graduate with the BPC. It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with the Program Advisor. Please note that students with more than five course duplications will not be eligible to graduate with a Bachelor of Professional Communication.

Degree candidates who qualify to receive a UFV degree must be approved by the Communications Department and Senate.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. We recommend this be done in the first



month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

**UFV policy on course repetition**

Students may not register in a course more than twice without permission of the appropriate dean or designate. When a course is repeated, the GPA at UFV includes only the higher grade, but all attempts appear on the transcript. Transferred courses are considered in the number of attempts. See UFV's [Course Repeat policy \(86\)](#).

**BPC policy on course duplication**

Duplication refers to taking a course more than once. Students with more than five duplications will be eligible to graduate with a BPC degree. A "W" or an "AU" in a course is not counted as a course duplication. Multiple repeats of the same course count as a single duplication.

**Standing required for continuance**

All students at UFV are expected to maintain acceptable standards of scholarship. Students within the BPC are expected to maintain a minimum 2.5 CGPA.

**Academic warning**

A student who has a CGPA lower than 2.5 will be placed on academic warning for the next semester. A student on academic warning may not register in a course overload.

Students who do not achieve a semester GPA of at least 2.5 while they are on academic warning will be required to withdraw from the program.

A student on academic warning who achieves a single semester GPA of at least 2.5 will continue on academic warning until the CGPA equals or exceeds 2.5.

**Appeals for readmission**

A student who is required to withdraw from the BPC program must submit an appeal for readmission to the Office of the Registrar if he/she wishes to resume studies in the degree program.

In general, students who have been required to withdraw will be advised to complete a further nine credits of academic work or to repeat a similar amount of academic work taken previously in order to demonstrate their academic abilities. Appeals must be received at least three months before the start of the semester for which a student has applied. Readmission is not automatic.

**Standing on readmission**

If readmitted, students will be placed on academic warning again, subject to the conditions for academic warning as described above.

**Subsequent degree**

Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly different and that the student has met the program requirements. No more than 50% of the credits required for the additional degree may be applied from any previous degree. At least 30 upper-level (300-400) credits for the subsequent degree must be taken at UFV.

**Co-operative education option**

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Professional Communications degree program. See the [Co-operative Education](#) section for more details.

**Residency**

Students must complete 45 credits of this program at UFV. At least 30 of these must be upper-level credits. Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement. Please see the [Residency policy \(96\)](#).

**Course listings**

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

# MEMO



**To: Undergraduate Education Committee**  
**From: Sylvie Murray**  
**Date: June 9, 2014**  
**Re: UEC Short Programs Subcommittee, report and request for extension**

---

Membership and mandate of this committee was revised in October 2013 (see 25 October agenda package, p. 218-219).

Membership for 2013-2014 was: S. Murray (Program Development Coordinator), Heather Compeau (UEC rep), John English (APPC rep), Susan Fisher (Deans rep), David Thomson (Chair of College of Arts Certificate Advisory Committee), Maureen Wideman (Director of Teaching and Learning) and Al Wiseman (Registrar).

The committee has met six times since December 2013. During this time, we have:

- gathered data on existing short programs at UFV (calendar descriptions and usage)
- began drafting a framework, or “credential chart,” to clarify main characteristics (e.g., credential name and program length)
- began drafting a set of principles to determine how short programs will be governed (e.g., review and approval process) and be used in relation to degree programs
- gathered data on how other institutions are defining and managing their short programs, including review and approval policies
- consulted with the College of Arts Certificate Advisory Committee, Continuing Education, Continuing Studies—Trades and International Education

The committee has had extensive and productive discussions on how short programs are used in different areas of UFV, but we require additional time to complete our work. We therefore request an extension of our mandate to December 2014.

We would also like to request change to our membership to replace Susan Fisher (who has retired), preferably by the person who will take her position, and to add Liana Thompson (Continuing Education Director) to the committee.

**Motion:** to extend the mandate of the Short Programs Subcommittee to December 2014; to arrange for the appointment of a Dean to replace Susan Fisher; to add the Continuing Education Director to the committee.

**Amanda Grimson**

---

**From:** Elaine Harris  
**Sent:** May-26-14 11:45 AM  
**To:** Samantha Pattridge  
**Cc:** Amanda Grimson  
**Subject:** FW: Prerequisite policy revisions  
**Attachments:** 84 Request form Prerequisite policies.doc; 84 Prerequisites and Corequisites Draft April 16 2014.doc; Course Requisites (84) current policy.doc; Report to senate Prerequisites summary.pdf

**Categories:** UEC

Hi Samantha

I hope this finds you well.

I recently submitted a request to review **the Course Requisites policy (84)** to SGC. SGC has asked that I work with UEC (as well as get input from the Provost and VP, Academic) before doing wider consultation. I have done a draft already. I am not sure the best way to work with UEC, so thought it best to ask you. Perhaps the policy subcommittee could provide input on this?

The proposal, overall, should not be very controversial (with the possible exception of the reduced notice for prerequisite changes). Otherwise it is mainly restructuring and updating to reflect current practices. This is an outline of the changes:

- Changing the title to **Course Prerequisites and Co-requisites**
- Incorporation of two related policies, which would be deleted as separate policies: Change in Course Prerequisites (87) [http://www.ufv.ca/media/assets/secretariat/policies/Change-in-Prerequisites-\(88\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Change-in-Prerequisites-(88).pdf) and Advance Placement (77) [http://www.ufv.ca/media/assets/secretariat/policies/Advance-Placement-\(77\).pdf](http://www.ufv.ca/media/assets/secretariat/policies/Advance-Placement-(77).pdf)
- Reducing the calendar notice when prerequisites increase, from a minimum of 12 months to 6 months, to allow departments to implement necessary changes without undue delays.
- Adding a policy statement that prerequisites should be as flexible as possible to avoid barriers to students. This was added related to a report on prerequisites presented to senate in 2009 (attached as the final document).
- Revising to reflect current practices on checking and enforcing prerequisites.

Attached is the Request form, which outlines the changes and consultations done so far, the draft revised policy, the current policy and the report on prerequisites from 2009.

I would appreciate suggestions on how to obtain input from UEC.

Elaine Harris  
University Secretariat  
604-504-7441 local 7604  
Email: [elaine.harris@ufv.ca](mailto:elaine.harris@ufv.ca)

## POLICY REQUEST FORM

*Request for a New Policy or Modification to an Existing Policy*



*Click on highlighted areas to enter text.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTACT INFORMATION (required)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                       |
| <b>Requester:</b> Elaine Harris/Al Wiseman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date:</b> April 18, 2014                                                                                                           |
| <b>Department:</b> University Secretariat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Phone:</b> 7604                                                                                                                    |
| <b>E-mail:</b> elaine.harris@ufv.ca                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                       |
| <b>POLICY INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                       |
| <b>Nature of Request:</b> Modification of existing policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Policy Category:</b> Academic<br>( <a href="http://www.ufv.ca/secretariat/policies/">http://www.ufv.ca/secretariat/policies/</a> ) |
| <b>Policy Name:</b> Course Requisites (including deletion of Change in Course Prerequisites and Advance Placement policies)<br>(Please provide a working title when requesting a new policy)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Policy Number:</b> 84 (and 88 and 77 for deletion)<br>(For existing policies only)                                                 |
| <b>RATIONALE/CONTEXT/HISTORY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                       |
| Describe <u>in detail</u> why a new policy or modification of an existing policy is required. Provide as much specific information as you can, including:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• If a new policy, describe the issues that have led to the need for a policy.</li> <li>• If a modification of an existing policy, describe the issues that have arisen to justify the need for revisions.</li> <li>• Cite relevant UFV policies, Board policy directions, external legislation, codes, etc.</li> <li>• Provide a history of the development or revision of the policy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                       |
| <p>A review and modification of this policy is requested. The proposal is to incorporate Advance Placement (77) and Change of Prerequisites (88) into the Course Requisites policy (84), thereby eliminating policies 77 and 88 and creating a single policy on prerequisites. All of these policies are overdue for review.</p> <p>Revisions to the existing policies include:</p> <ol style="list-style-type: none"> <li>1. Changing the title of policy 84 from "Course Requisites" to "Course Prerequisites and Co-requisites". The term "Requisites" is not in common use at UFV or other universities, and is not used in the calendar or course descriptions. By using the keyword "prerequisites" in the title, the policy should be easier to find in a search.</li> <li>2. Elimination of Advance Placement (77) as a separate policy. Both this policy and the Course Requisites policy address prerequisite waivers. Also, the term "advance placement" is not commonly used at UFV and might be confused with the Advanced Placement program.</li> <li>3. Eliminate Change of Prerequisites (88) as a separate policy.</li> <li>4. The requirement for calendar notice when prerequisites are increased has been retained from policy 88, but a shorter notice period (six months) is proposed. This is to balance providing notice to students and moving forward with changes designed to ensure students have adequate preparation.</li> <li>4. Addition of a policy statement indicating prerequisites should be as flexible as possible to avoid barriers to students. A report on prerequisites presented to senate in Sept. 2009 (attached) suggested prerequisites should be as minimal as possible.</li> <li>5. The wording in the Regulations section, under Prerequisite/co-requisite checking, has been updated to reflect current practices and responsibilities.</li> </ol> |                                                                                                                                       |
| <b>PROCESS/CONSULTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |
| Describe the process that has been used or will be used to develop or modify the policy, including consultation that has occurred or should occur: research internal to UFV, research of other universities' policies, meetings with individuals and groups, identification of best practices, etc. Provide as much specific information as you                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                       |

## POLICY REQUEST FORM

*Request for a New Policy or Modification to an Existing Policy*



can.

There is one significant change in regulations proposed: reducing notice for increased prerequisites by six months. The UEC chair, registrar, Dean of Access and Open Studies, and the acting UEC assistant all indicated their support for shorter calendar notice.

The requirements for graduate studies prerequisite waivers were approved by Adrienne Chan.

Since prerequisite policy affects many areas of UFV, wide consultation is recommended.

### TIMING

Is there time sensitivity to the development or review process for this policy? If so, please explain.

Moving ahead as soon as possible is desirable, because:

- The existing policies do not reflect current prerequisite checking practices (such as online checking).
- The shortened notice for prerequisite increases may be considered desirable by departments, allowing them to move ahead more quickly.
- Consolidation of these three policies will eliminate two policies from the manual, and provide a single more comprehensive policy. That, along with the title change, should improve access to policy on prerequisites.

### ATTACHMENTS

List all attachments included with this request.

Draft Course Prerequisites and Co-requisites policy.

Copies of the current policies: Course Requisites, Change in Prerequisites, Advance Placement policies.

Report to senate on prerequisites (excerpt from Strategic Enrollment Initiatives report) from Sept. 18, 2009 senate meeting - includes composition and purpose of committees and summary from the Pre-requisites Ad Hoc committee.

Copy of email from A. Chan.

**Please email form (in Word .doc) and attachments to the University Secretariat ([lisa.tassone@ufv.ca](mailto:lisa.tassone@ufv.ca)) and retain a copy for your records.**

To revise an existing policy/procedure, contact the Secretariat office to obtain a copy for editing.

To create a new policy/procedure, download policy template from online at <http://www.ufv.ca/secretariat/policy-development/>.

### TO BE COMPLETED BY THE UNIVERSITY SECRETARIAT

**Recommendation:** Select one ...

**Date request received:**

**Authority:** Select one ...

**Primary Contact:** Select one ...

**Proponent:**

**Committee responsible for policy development/revision:** Select one ...

*If "Other" please specify:*

**Nature and duration of consultation required:**

**Comments:**

NUMBER 84

APPROVAL DATE 10-14-2005

LAST AMENDMENT 09-24-2007

LAST REVIEWED

NEXT REVIEW DATE 09-2012

**PREREQUISITES AND CO-REQUISITES**

---

|                                       |                                                                                              |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Approval Authority</b>             | Senate                                                                                       |
| <b>Responsible Executive</b>          | Provost and Vice-President, Academic                                                         |
| <b>Related Policies / Legislation</b> | Undergraduate Course and Program Approval (21)<br>Graduate Course and Program Approval (209) |

**PURPOSE**

This policy is to provide regulations for establishing, publishing, and enforcing course prerequisites and co-requisites at the University of the Fraser Valley.

---

**SCOPE**

This policy applies to courses at UFV where specific skills or knowledge are required in order for students to be successful in the course.

---

**DEFINITIONS**

In this policy, the following definitions apply:

**Prerequisite:** A requirement such as a course, course credits, or other academic skills, knowledge or achievements that must be completed prior to taking a particular course.

**Co-requisite:** A course that is to be taken concurrently with another course.

**Pre- or co-requisite:** A course that must be completed either prior to or concurrently with another course.

**Prerequisite or co-requisite waiver:** Permission to register without meeting the required prerequisites and/or co-requisites for a course.

**Provisional registration:** Registration that is conditional upon showing that prerequisites or co-requisites have been met.

---

**POLICY**

Prerequisites and/or co-requisites shall be established where necessary to ensure that students have a reasonable chance of success in a given course. Prerequisites and co-requisites shall be as flexible as possible to avoid unnecessary barriers to student access.

Students are required to meet the stated course prerequisites and/or co-requisites to be eligible to register for a course.

---

---

**REGULATIONS****Setting prerequisites/co-requisites**

1. Course prerequisites and co-requisites are established or changed through UFV's course approval processes, in accordance with Undergraduate and Graduate Course and Program Approval policies.
2. The head of the department or program proposing prerequisites or co-requisites will be required to show the requirements are necessary based on the learning outcomes for the course.

**Publication of prerequisites/co-requisites**

1. Prerequisites and co-requisites for courses will be stated in course descriptions in the calendar and in the semester timetable.
2. When prerequisites for an existing course are increased or made more restrictive, a minimum of six months' notice in the UFV academic calendar is required. The Undergraduate Education Committee or Graduate Studies Committee may reduce or waive this notice if there is a compelling reason to implement the change sooner.

**Prerequisite/co-requisite checking**

1. The minimum grade required for a prerequisite course is C– unless another grade is stated.
2. Prerequisites and co-requisites are checked and enforced during registration whenever possible. Students not meeting the prerequisites or co-requisites usually will not be permitted to register unless a waiver is granted or provisional registration is permitted.
  - a. **Prerequisite or co-requisite waivers:**
    - Students will be permitted to register for undergraduate courses if the designated instructor or departmental representative provides permission to waive the requirements.
    - Waivers for graduate studies courses are granted rarely, and only with permission of the Chair, Graduate Program Committee and the Associate Vice President, Research, Engagement and Graduate Studies.
    - A waiver to bypass prerequisites or co-requisites does not give the student credit for the course bypassed nor does it imply that a similar waiver will be given for other courses with similar requirements.
  - b. **Provisional registration:**
    - Students may be permitted to register provisionally in certain circumstances, for example, if a prerequisite course is in-progress at UFV and will be completed before the start of the semester or if the Office of the Registrar is unable to check the course prerequisites.
    - A student who has been registered provisionally is expected to be able to show that the prerequisites have been met. The student may be de-registered if it is later determined that the prerequisites have not been met.
3. Students who are registered in a course with a co-requisite usually will be withdrawn from the course if they drop the co-requisite course.

---

**APPENDICES**

NA

Policy Title (##)

Page 2 of 2





NUMBER 84

APPROVAL DATE 10-14-2005

LAST AMENDMENT 09-14-2007

REVIEW DATE 09-2012

**COURSE REQUISITES**

---

AUTHORITY Senate

PRIMARY CONTACT Provost and Vice-President, Academic

RELATED POLICIES

---

**POLICY**

The University of the Fraser Valley seeks to ensure that students have a reasonable chance of success in a given course by setting course requisites.

Students must meet the stated requisites in order to be eligible to register for a course.

---

**DEFINITIONS**

Course requisite: course credits or other academic skills, knowledge or achievements that will help to ensure students have a reasonable chance of success

---

**PROCEDURES/GUIDELINES**

1. Students not meeting the requisites must obtain written permission from the designated instructor or departmental representative in order to be eligible to register for the course.
2. Students may be permitted to register provisionally provided that the Registrar:
  - 1) determines that the students did not have a reasonable chance to provide proof that they met the prerequisite at the time of registration;
  - 2) sets reasonable deadlines for students to provide proof; and
  - 3) ensures that unqualified students are withdrawn from a course before classes begin, or if there is not enough time before classes begin the Registrar will ensure that these students are clearly identified on the class list.

Students may be permitted to register provisionally if the Registrar can not reasonably check the course requisites.

3. An instructor or designate may withdraw a student from a course who does not meet the requisites.
4. These requisites will be shown in the calendar using the following terms:

Prerequisite: a course requisite needed **before** students register for a given course.

Corequisite: a course requisite that must be taken **at the same time** as a student takes a given course.

Co- or Pre- requisite: a term used when a course requisite may be either a prerequisite or a corequisite.

Note: Registration in graduate level courses requires the approval of the Chair of the Graduate Program Committee.

## **Strategic Enrollment Initiatives Joint UCC and Management Ad Hoc Committees**

Last academic year, 2007/2008, the UCC Chair and the AVP Teaching and Development co-chaired three joint committees under the heading of enrollment initiatives. Three ad-hoc committees of UCC and management were: *the Summer Term Initiatives Committee, the Admission Criteria Committee, and the Pre-requisite Criteria Committee*. The term of the committees was six months as these committees were designed to be temporary information-gathering groups. All the committees terminated in April of 2008.

### **Why Were These Committees Formed?**

In January of 2008 the Chemistry department came to UCC asking for approval of breadth requirements for their minor. The motion was defeated even though many thought it laudable. At the time the Business department said they would appreciate guidance about breadth requirements for their BBA students, too. So the UCC Chair and AVP Teaching and Development started the first ad-hoc UCC/management committee to examine the breadth requirements.

Shortly after Chemistry came to UCC, the Board of Governors noticed a lack of consistency in pre-requisites for courses and wondered how pre-requisites were set. Another thing noted by our Board was a lack of consistency in exit requirements for various programs. As a natural response, the President asked Dianne Common (VP Academic and Provost) and Karen Evans (AVP Teaching and Development) to examine our pre-requisites and make sure they were in line with other institutions and with national norms. The UCC chair and UC council members were asked to be part of the committee process looking into pre-requisites with a goal of ensuring student access, retention, and success. As we knew we were likely to be a university soon, it seemed like a good idea to take a closer look at our pre-requisites.

After our first meeting of the Pre-requisite Committee, it became clear we also needed a group of people looking at admissions criteria because admissions criteria are another form of pre-requisites but there are a whole host of issues unique to admissions and we thought these should be examined separately.

The Summer Term Committee also came out of a discussion at UCC initiated by Dianne Common. Another joint committee was formed, again with the goal of student access, retention, and success.

## **Composition of Committees**

### **Co-chairs**

Karen Evans and Madeleine Hardin

### **Admission Criteria Committee**

- Sue Brigden
- Elaine Harris
- Noham Weinberg
- Hilary Turner
- Ian McAskill
- Bill Cooke
- Karen Davies

### **Pre-requisite Criteria Committee**

- Bill Cooke
- Jim Anderson
- Barbara Moon
- H. A. Bassford

### **Summer Term Initiatives Committee**

- Leanne Tielman
- Mark Brosinski
- Bill Cooke
- Eric Davis
- Kim Isaac
- Yvon Dandurand
- Deb Bartlett

## Pre-requisites Ad Hoc Committee

### Summary of Findings and Recommendations

#### Pre-requisites Background

Most of our pre-requisites were designed to ensure students will enter upper level courses with sufficient background. For some disciplines, it is very important to take courses sequentially and for others it is important for students to have a basic understanding of concepts, content, and methodology before taking advanced courses. At a time of falling enrollments and fiscal constraints pre-requisites should be examined to ensure they are not limiting student access. Obviously we want to maintain discipline and program integrity.

After consultation, the Pre-requisite Committee decided to gather information from a comparison exercise with departments who either volunteered to be part of this exercise or who agreed to participate. This was not a quantitative study, but rather, placed the onus on department heads to scan material from universities of similar size to ours and do an informal comparison of our pre-requisite practices. The universities we chose for comparison were ULethbridge, UWinnipeg, TRU, and St.FX. Each department was also asked to suggest one or two other universities for this comparison that they felt represented "best practices" in their discipline. The three departments that agreed to participate were History, Math, and Biology. (At Waterloo University they recommend that students take 100 and 200 level courses prior to attempting 300 level and above.)

Karen Evans and Madeleine Hardin visited an Arts Curriculum Committee meeting and Madeleine attended a Science Curriculum Committee meeting to discuss this process with department heads. Eric Davis made pre-requisites a discussion item at the Arts Department Heads meeting. There was some reluctance from some departments to undertake this exercise as they felt they were already setting their pre-requisites according to provincial and national norms, as they all participated in articulation committees. We did not venture into the professional program areas (due to time limitations), but recommend that their pre-requisites also could use a review.

Eric Davis in a draft report—*Pre-requisites in Arts*— (March 10, 2008, see Appendix D) writes that all but two disciplines in his reporting area believe their pre-requisites are currently both minimal and flexible and present no apparent barriers to students.

However, Indigenous Studies does report difficulties for their students being able to get enough credit in other disciplines, and CIS reports that its students have to take extra credits to complete a minor in arts. Most departments have either already reduced pre-requisites or are in the process of reducing them. The two key exceptions are Modern Languages and Math; for these disciplines, knowledge is cumulative and courses must be taken in sequence if students are to succeed.\*

(\*See Appendix D, Excerpt from the Arts Curriculum Committee Meeting (approved minutes) February 15, 2008, Pre-requisites Roundtable and Discussion and Appendices E & F Math and History pre-requisite comparison reports.)

**Some of the questions the committee posed regarding pre-requisites were:**

1. How does our pre-requisite structure compare with other BC institutions? How similar or different are our criteria?
2. How do our criteria link with student success in program areas?
3. How do our criteria address and meet the needs of our students?
4. Should breadth requirements be added to the degree or major?
5. Does our current pre-requisite structure help or hinder students who want a minor in a popular program such as business?
6. How can pre-requisites work to serve students who want interdisciplinary degrees?

**Questions we might pose to department for their feedback and suggestions:**

1. Are your current pre-requisites working for your students and department?
2. Are there any courses where the pre-requisites could be simplified or eliminated?
3. Instead of specific course pre-requisites, are there times when the pre-requisite could be something like: completion of XX hours of university courses?
4. Do you have courses without pre-requisites?

**What are our beliefs about pre-requisites?**

- We believe they are necessary for student success.
- They are seen as building blocks: course A is needed for success in course B.
- Perhaps, with our high student satisfaction rate, pre-requisites also assist students with proper course planning and sequencing.
- Pre-requisites can be important for student success but they can also serve a gate-keeping function.
- Transferability of courses can depend on the pre-requisite constellation.

**Recommendation:** We should undertake a cross-institutional pre-requisite comparison study or survey that would be run out of IR and would pull information from BCCAT.

**Recommendation:** The Academic Standards Committee (ASC) should undertake a pre-requisite review and develop a policy, and perhaps a template for departments.

**Recommendation:** Faculty councils have open discussions about how pre-requisites do or do not contribute to student success.

## UEC Transfer Credit Subcommittee (TCS) 2013/14 Report

**July/August 2013**

| Effective Term | Precedent setting until | Institution Name: <b>CGA School of BC</b><br>Location: <b>Vancouver, BC</b><br>Recommended by: <b>Samantha Pattridge</b><br>Approval Date: <b>July 3, 2013 (3 in favour)</b> |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                           | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201305         | n/a                     | CM-1 Business Communication                                                                                                                                                  | C                                      | CMNS 125                                 | 3       |

### Recommendation rationale

This course appears to meet the outcomes of CMNS 125 and is from the CGA school of BC, which we presume is a credible institution providing specific accreditation.

### Non-precedent-setting rationale

We need to do more research to see what prerequisites are required for entry to this program to ensure that all students have met the prerequisites for CMNS 125 before starting the program. We would like to ensure the students' writing is at an appropriate level before giving automatic transfer credit for CMNS 125.

| Effective Term | Precedent setting until | Institution Name: <b>Royal Military College</b><br>Location: <b>Kingston, ON</b><br>Recommended by: <b>Alisa Webb</b><br>Approval Date: <b>July 24, 2013 (3 in favour)</b> |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                         | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| 201001         | 201501                  | HIE 208 – Canadian Military History: A Study of War and Military History 1867 to the Present                                                                               | Successful completion                  | HIST 321                                 | 4       |
|                |                         | HIE 275 – Survey of Technology, Society and Warfare                                                                                                                        |                                        | HIST 2xx                                 | 3       |

### Recommendation rationale

HIE 208 – The course offers a rigorous examination of Canadian Military History, complete with foundational scholarly works on the topic that echo those used in HIST 321 at UFV. There is extensive writing in the course and a significant level of engagement with a variety of themes, all placed within historical context. Further, the time required to complete all course requirements reflects our upper-level course expectations.

HIE 275 – The course offers a rigorous examination of technology and warfare within various historical contexts, as well as a more current examination of technology in 21<sup>st</sup> century warfare. There is extensive writing and engagement in the course, with links to various themes and contexts. The assignments, structure, and time requirements all reflect our 200-level course expectations.

**September 2013**

| Effective Term | Precedent setting until | Institution Name: Vancouver College of Art & Design<br>Location: Vancouver, BC<br>Recommended by: Deanna Devitt<br>Approval Date: September 16, 2013 (3 in favour) |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                                 | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
| Winter 2012    | Fall 2013               | Fashion Illustration/Fashion Design                                                                                                                                | C                                      | FD 113                                   | 3       |

**Recommendation rationale**

The course content and learning objectives are equivalent to UFV Fashion Design department's Fashion Illustration course FD 113. Similar weekly schedule and credit hours of 4 hours per week up to 12 week (total 48 hours). Course materials and textbooks are identical.

| Effective Term | Precedent setting until | Institution Name: Life Chiropractic College West<br>Location: Hayward, California<br>Recommended by: Allan Arndt<br>Date of Approval: October 17, 2013 |                                        | UFV Equivalent                           |         |
|----------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------|---------|
|                |                         | Course Name/Number or Program Name                                                                                                                     | Qualifiers<br>(e.g. min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits |
|                |                         | Anat 114 44 hrs neuroanatomy                                                                                                                           | C                                      | Bio 3xx                                  | 11      |
|                |                         | Anat 125 33 hrs embryology                                                                                                                             |                                        |                                          |         |
|                |                         | Anat 610 20 hrs histology                                                                                                                              |                                        |                                          |         |
|                |                         | Chem 121 55 hrs biochemistry                                                                                                                           |                                        |                                          |         |
|                |                         | Path 632 22 hrs microbiology                                                                                                                           |                                        |                                          |         |

**Recommendation rationale**

These courses constitute a block of courses similar but not identical to a variety of upper level courses offered by UFV. For example, we offer a similar but not identical bio 385 neuroanatomy. Their credits are given on the basis of an 11 hour unit. I therefore adjusted credit given to reflect our 15 hour per credit ratio, resulting in 11 credits being given. The student is requesting this transfer in order to fulfill graduation requirements for the

Bachelor of Kinesiology. Out of his entire first year Chiropractic program, these courses were selected to represent advanced studies with minimal overlap with any Kinesiology course. This recommendation has the support of both the Biology and Kinesiology departments.

**Non-precedent-setting rationale**

This a special block of courses chosen from the LCCW program to represent the 9 credits required by kinesiology majors outside their major. These courses were chosen so as to have minimal overlap with Kinesiology courses. We would prefer to consider such requests on a case by case basis.

**April 2014**

| Effective Term | Precedent setting until | Institution Name: VCAD<br>(unrecognized institution)<br>Location: Vancouver, BC |                                           | UFV Equivalent                           |             |
|----------------|-------------------------|---------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------|-------------|
|                |                         | Course Name/Number or Program Name                                              | Qualifiers<br>(e.g.<br>min. grade or GPA) | Subject Code & Number<br>(e.g. CRIM 1XX) | Credits     |
|                | n/a                     | CM10A Life Drawing I<br>CM10B Drawing I<br>GD40E Illustrator II                 | Min 2.0 gpa for all courses               | VA 113<br>VA1xx<br>GD216                 | 3<br>3<br>3 |
|                | n/a                     | CM10C Photoshop I<br>CM10E Illustrator I                                        | "                                         | GD 157<br>GD1xx                          | 3<br>3      |
|                | n/a                     | GD20D Photoshop II                                                              | "                                         | VA280                                    | 3           |
|                | n/a                     | P2000 Digital Photography                                                       | "                                         | VA180                                    | 3           |
|                | n/a                     | CM10D Colour & Photography                                                      | "                                         | GD101                                    | 3           |
|                | n/a                     | DH20A Design History                                                            | "                                         | GD102                                    | 3           |
|                | n/a                     | GD20C Conceptualization                                                         | "                                         | GD161                                    | 3           |
|                | n/a                     | GD20E Publication Design                                                        | "                                         | GD159                                    | 3           |
|                | n/a                     | GD30A Typography                                                                | "                                         | GD154                                    | 3           |
|                | n/a                     | GD30B Electronic Design<br>GD40D Electronic Design II                           | "                                         | GD2xx<br>GD3xx                           | 3<br>3      |
|                | n/a                     | GD30D Packaging Design                                                          | "                                         | GD375                                    | 3           |
|                | n/a                     | GD30E Corporate Design                                                          | "                                         | GD317                                    | 3           |
|                | n/a                     | GD40A Portfolio Prod. I                                                         | "                                         | GD369                                    | 3           |
|                | n/a                     | GD40B Advertising Design I<br>GD 50B Advertising Design II                      | "                                         | GD374<br>GD3xx                           | 3<br>3      |
|                | n/a                     | GD40C Dynamic Media I                                                           | "                                         | GD203                                    | 3           |
|                | n/a                     | GD50A Portfolio Production II                                                   | "                                         | GD358<br>GD361                           | 3<br>3      |
|                | n/a                     | GD50C Dynamic Media II                                                          | "                                         | GD303                                    | 3           |
|                | n/a                     | GD50D Web Design II                                                             | "                                         | GD204                                    | 3           |
|                | n/a                     | WD10D Web Design I                                                              | "                                         | GD202                                    | 3           |

75  
credits  
in total



**Recommendation rationale**

Based on consultation between VA Dept head, and GDD program co-ordinator, who performed a comprehensive review of official Visual College of Art and Design of Vancouver course outlines and transcript supplied by transfer student. Contact hours are sufficient to grant VCAD courses equivalent 3.0 credits.

Credits clearly fall within our disciplines of VA and GDD.

Some upper level equivalencies are granted, but we feel these transfers should be granted based on clear overlap of course learning outcomes between VCAD and UFV courses.

**Non-precedent-setting rationale**

Charlene's course selections make her a good candidate for the BFA double extended minor in GDD and VA. As course selections may vary for students, we'd like to review these on a case by case basis, as some credit transfers we are granting are also based on specific clusters of courses the student has completed.



### UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2014/15

| AREA REPRESENTED                                                    | Terms of Office          | MEMBER                                             |
|---------------------------------------------------------------------|--------------------------|----------------------------------------------------|
| <b>Voting Members</b>                                               |                          |                                                    |
| Vice-Chair, University Secretary & Registrar (or designate)         | On-going                 | Darren Francis (designate)                         |
| <i>9 faculty members approved by Senate, at least 2 from Senate</i> |                          |                                                    |
| Faculty member of Senate                                            | 08-01-2012 to 07-31-2015 | Maria Bos-Chan, Faculty of Access and Open Studies |
| Faculty member of Senate                                            | 08-01-2012 to 07-31-2015 | Steven Marsh, Faculty of Social Sciences           |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Eric Spalding, Faculty of Social Science           |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Rod McLeod, Faculty of Applied & Technical Studies |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Samantha Pattridge, Faculty of Humanities          |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Stan Manu, Faculty of Science                      |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Nancy Goad, Faculty of Health Sciences             |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Kate McCulloch, Faculty of Health Sciences         |
| Faculty                                                             | 08-01-2014 to 07-31-2016 | Lisa Moy, Faculty of Professional Studies          |
| Two deans or associate deans, approved by Senate                    | 08-01-2014 to 07-31-2016 | Vacant                                             |
|                                                                     | 08-01-2012 to 07-31-2015 | Sue Brigden, Faculty of Access & Open Studies      |
| One academic advisor                                                | 08-01-2014 to 07-31-2016 | Rhonda Colwell, Arts Advisor                       |
| One staff member, approved by Senate                                | 08-01-2014 to 07-31-2016 | Simon Xi, International Education                  |
| 2 undergraduate student, approved by Senate                         | 08-01-2014 to 07-31-2016 | Arlene Leon, Aboriginal Culture and Language       |
|                                                                     | 08-01-2013 to 07-31-2015 | Anthony Iliev, Bachelor of Science                 |
| Director, Teaching and Learning                                     | On-going                 | Maureen Wideman                                    |
| University Librarian (or designated librarian) (ex officio)         | On-going                 | Heather Compeau (designate)                        |
| <b>Ex-Officio Non-Voting Member</b>                                 |                          |                                                    |
| Provost & Vice-President, Academic (or designate)                   | On-going                 | John English (designate)                           |
| Associate VP, Research, Engagement & Grad. Studies (or designate)   | On-going                 | Satwinder Bains (designate)                        |
| Executive Director, International Education                         | On-going                 | David McGuire                                      |
| Senior Advisor on Indigenous Affairs                                | On-going                 | Shirley Hardman                                    |
| Director, Enrolment Management                                      | On-going                 | Tara Cooper                                        |
| Associate Vice-President Institutional Research and Planning        | On-going                 | Vladimir Dvoracek                                  |
| <b>Administrative Support</b>                                       |                          |                                                    |
| University Secretariat                                              |                          | Amanda Grimson                                     |

**CURRENT MEMBERSHIP:** 24 members - 18 voting members and 6 non-voting member.

**Quorum:** Shall be a minimum of fifty percent (50%) of voting membership



**Memo:**

To: UEC

Subject: Landscape Horticulture Apprenticeship Level 1

From: Rolf Arnold, Director

Faculty of Applied and Technical Studies

Date: June 9, 2014

---

The Faculty of Applied and Technical Studies has been approached by the HortEd council to provide a Landscape Horticulture Level 1 Apprenticeship technical training program. HortEd is the Industry Training Organization which worked under the Industry training Organization (ITA).

School District 33 initiated the idea with HortEd as they have a number of students working in the greenhouse industry and doing landscape work. These students are registered as apprentices and would qualify for the program and would make up the bulk of the student population.

The Program will be an Apprenticeship program and will follow the prescribed program outline as developed and approved by the ITA. We will be teaching it in an alternate apprenticeship model with classes running twice a week from 3:00 to 6:00 pm. The 180 hour program will begin in September 2014 and conclude in May 2015.

The majority of the program is theory and practical work will be organized out of our agriculture facilities.

ITA has agreed to fund the program and will add it to our training plan.

Kind Regards,

*Rolf*

Rolf Arnold

Director: Faculty of Applied and Technical Studies



Program Content  
Level 1



# **Level 1**

## **Landscape Horticulturist**

Landscape Horticulturist  
03/14

Industry Training Authority

21



**Program Content  
Level 1**



**Line (GAC): A USES OCCUPATIONAL SKILLS**  
**Competency: A1 Use personal protective equipment (PPE)**

**Objectives**

- To be competent in this area, the individual must be able to:
- Describe and demonstrate personal safety in the workplace.
  - Demonstrate proper use of PPE.

**LEARNING TASKS**

**CONTENT**

- |                                                                                         |                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and use PPE as required for task, tools, equipment, machinery and environment | <ul style="list-style-type: none"> <li>• Ear protection</li> <li>• Eye protection</li> <li>• Hand protection</li> <li>• Foot protection</li> <li>• Safety vests</li> <li>• Respiratory protection</li> <li>• Fall protection</li> </ul> |
| 2. Ensure safe use of PPE                                                               | <ul style="list-style-type: none"> <li>• Inspect</li> <li>• Maintain</li> </ul>                                                                                                                                                         |
| 3. Store PPE to maintain its integrity                                                  | <ul style="list-style-type: none"> <li>• Dry area</li> <li>• Protected area</li> </ul>                                                                                                                                                  |
| 4. Check PPE prior to use                                                               | <ul style="list-style-type: none"> <li>• Operation</li> <li>• Condition</li> </ul>                                                                                                                                                      |
| 5. Check PPE inventory                                                                  | <ul style="list-style-type: none"> <li>• Ensuring there is a ready supply</li> </ul>                                                                                                                                                    |
| 6. Recognize damaged and expired PPE                                                    | <ul style="list-style-type: none"> <li>• Check expiration date</li> <li>• Ensure integrity of PPE</li> </ul>                                                                                                                            |
| 7. Check and replace PPE components                                                     | <ul style="list-style-type: none"> <li>• According to manufacturers' specification</li> <li>• According to workplace requirements</li> </ul>                                                                                            |

**Achievement Criteria**

- Performance** The learner will select PPE for specified tasks.
- Conditions** The learner will be given the appropriate PPE commonly used in the trade.
- Criteria** The learner will score a passing grade of 70% or better on a rating sheet according to the following criteria:
- Selected correct PPE required for specified tasks as designated by the instructor



**Program Content  
Level 1**



**Line (GAC):**      **A**    **USES OCCUPATIONAL SKILLS**  
**Competency:**    **A2**   **Identify fire types and extinguishing methods**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify various types and classes of fires.
- Describe the procedure for using a fire extinguisher.

**LEARNING TASKS**

**CONTENT**

- |                                                                      |                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe conditions necessary to support a fire                   | <ul style="list-style-type: none"> <li>• Air</li> <li>• Fuel</li> <li>• Heat</li> <li>• Chemical chain reaction</li> <li>• Weather conditions</li> </ul>                                                                                |
| 2. Describe classes of fires according to the materials being burned | <ul style="list-style-type: none"> <li>• Class A</li> <li>• Class B</li> <li>• Class C</li> <li>• Class D</li> <li>• Symbols and colours</li> </ul>                                                                                     |
| 3. Describe the procedure for using a fire extinguisher              | <ul style="list-style-type: none"> <li>• Extinguisher selection</li> <li>• P.A.S.S.                             <ul style="list-style-type: none"> <li>○ Pull</li> <li>○ Aim</li> <li>○ Squeeze</li> <li>○ Sweep</li> </ul> </li> </ul> |



**Program Content  
Level 1**



**Line (GAC):       A    USES OCCUPATIONAL SKILLS**

**Competency:       A3   Use WHMIS**

**Objectives**

To be competent in this area, the individual must be able to:

- Summarize Workplace Hazardous Material Information System (WHMIS).
- Complete the online WHMIS certification.

**LEARNING TASKS**

1. Describe WHMIS requirements

**CONTENT**

- WHMIS certification
- WHMIS symbols
  - Compressed gas
  - Flammable and combustible material
  - Oxidizing Material
  - Poisonous and Infectious Material
  - Poisonous and Infectious Material that will cause immediate or serious toxic effects
  - Poisonous and Infectious Material that will cause other toxic effects
  - Corrosive material
  - Dangerously reactive material
- WHMIS labels

**NOTE: WHMIS certification is mandatory to complete Level One.**



**Program Content  
Level 1**



**Line (GAC): A USES OCCUPATIONAL SKILLS**

**Competency: A4 Recognize work hazards**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify workplace hazards.
- Identify how to mitigate the risk of workplace accidents and injuries.

**LEARNING TASKS**

**CONTENT**

- |                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Identify workplace hazards and potential risks</p>                         | <ul style="list-style-type: none"> <li>• Electrical and utility</li> <li>• Working at heights</li> <li>• Gravitational ("slips, trips and falls")</li> <li>• Thermal (heat and cold stress)</li> <li>• Motorized equipment/mechanical (pinch point, "struck against", vehicle)</li> <li>• Public</li> <li>• Behavioural (fatigue, rushing, complacency, stress, substance abuse, ignorance, frustration)</li> <li>• Chemical</li> <li>• Compressed gas</li> <li>• Environmental (insects, plants, weather)</li> <li>• Hazardous trees</li> </ul> |
| <p>2. Identify how to mitigate the risks of workplace accidents and injuries</p> | <ul style="list-style-type: none"> <li>• Visual assessments</li> <li>• Safe work plan</li> <li>• Post-job inspection</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  |





**Program Content  
Level 1**



**Line (GAC): A USES OCCUPATIONAL SKILLS**

**Competency: A5 Demonstrate basic horticultural skills**

**Objectives**

To be competent in this area, the individual must be able to:

- Practice basic skills used in general horticulture.
- Use safe work habits.
- Identify, select, use and maintain appropriate hand tools for the task.
- Practice safe operation of common power equipment.
- Identify levels of landscape maintenance and plant standards stated in the BC Landscape Standard.

**LEARNING TASKS**

1. Demonstrate basic horticultural skills

**CONTENT**

- Range of workplace hazards
  - Hazards versus risks
- Hand tools used in basic horticulture
  - Refer to Level One *B1- Use and maintain hand tools and power tools*
- BC Landscape Standard
  - Objectives of the BC Landscape Standard
  - Guide to use
  - Format of the BC Landscape Standard
  - Scope of sections
- Basic horticultural tasks
  - Maintenance
  - Determining maintenance levels
  - Appropriate maintenance procedures
  - Common landscape maintenance tasks and tools
- Operating horticulture power equipment safely and efficiently
  - Refer to Level One *B1- Use and maintain hand tools and power tools*
- Safe work practices when lifting and bending
- Basic calculations
  - Landscape calculations
  - Calculating quantities: fertilizer application rates
  - Conversions
- Cooperative work methods



**Program Content  
Level 1**



**Achievement Criteria**

- Performance The learner will maintain beds, borders, lawns, nurseries, and containers on campus.
- Conditions The learner will be given the appropriate materials, equipment and tools.
- Criteria The learner will score a passing grade of 70% or better on a rating sheet according to the following criteria:
- Performed tasks in a safe manner
  - Used tools and equipment safely and correctly
  - Performed tasks in a logical sequence



**Program Content  
Level 1**



**Line (GAC): A USES OCCUPATIONAL SKILLS**

**Competency: A6 Identify relevant legislation, regulations and standards**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe and apply relevant legislation and regulations to activities that impact onsite activities.

**LEARNING TASKS**

**CONTENT**

- |                                                               |                                                                                                                                                                             |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify applicable federal legislation and regulations    | <ul style="list-style-type: none"> <li>• Where to find standards</li> <li>• How specific federal requirements apply to horticulture activities</li> </ul>                   |
| 2. Identify applicable provincial legislation and regulations | <ul style="list-style-type: none"> <li>• How specific provincial requirements apply to horticulture activities</li> </ul>                                                   |
| 3. Identify applicable local regulations                      | <ul style="list-style-type: none"> <li>• How specific local requirements apply to horticulture activities</li> </ul>                                                        |
| 4. Examine applicable regulations                             | <ul style="list-style-type: none"> <li>• Applying regulations, standards, and procedures to the job</li> </ul>                                                              |
| 5. Examine relevant WorkSafeBC procedures                     | <ul style="list-style-type: none"> <li>• Applying WorkSafeBC accident and near miss reporting procedures</li> <li>• Applying accident investigation requirements</li> </ul> |



**Program Content  
Level 1**



**Line (GAC): B USES AND MAINTAINS TOOLS AND EQUIPMENT**

**Competency: B1 Use and maintain hand tools and power tools**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe safe use and maintenance of hand and power tools.

**LEARNING TASKS**

**CONTENT**

- |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify hand and power tools for basic horticultural tasks | <ul style="list-style-type: none"> <li>• (See the list of <i>Tools and Equipment</i> for Level One, detailed in the <i>Training Provider Standards</i> of this Program Outline)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. Describe hand tool maintenance                              | <ul style="list-style-type: none"> <li>• Cleaning and disinfecting hand tools to ensure proper operation and to prevent transfer of contaminants</li> <li>• Lubricating hand tools such as secateurs and shears</li> <li>• Checking tools regularly for damage, excessive wear and proper operation</li> <li>• Storing hand tools for organization, safety and security</li> <li>• Sharpening hand tools such as secateurs, shears and shovels</li> <li>• Replacing components in tools such as secateurs and loppers due to damage and wear</li> </ul>                                                                                                                                                                                                                     |
| 3. Describe power tool maintenance                             | <ul style="list-style-type: none"> <li>• Lubricating power tools according to manufacturers' specifications</li> <li>• Adjusting power tools such as chain saws, mowers and power washers</li> <li>• Checking tools for wear, damage and malfunction</li> <li>• Following recommended maintenance schedule according to manufacturers' specifications</li> <li>• Checking fluid levels and air pressure</li> <li>• Greasing nipples on motorized equipment</li> <li>• Sharpening and balancing mower blades</li> <li>• Sharpening tools such as chainsaws and power edgers according to manufacturers' specification</li> <li>• Disinfecting tools to prevent cross-contamination from site to site</li> <li>• Storing power tools for organization and security</li> </ul> |



Program Content  
Level 1



**Line (GAC): B USES AND MAINTAINS TOOLS AND EQUIPMENT**

**Competency: B2 Use and maintain measuring equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Safely use and maintain measuring equipment.

**LEARNING TASKS**

**CONTENT**

- |                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Select and use appropriate measuring equipment for the task | <ul style="list-style-type: none"> <li>• (see the list of <i>Measuring Equipment</i> for Level One, detailed in the <i>Training Provider Standards</i> of this Program Outline)</li> </ul>                                                                                                                                                                                                                                                                                                      |
| 2. Maintain measuring equipment                                | <ul style="list-style-type: none"> <li>• Cleaning and disinfecting measuring equipment to ensure proper operation and to prevent transfer of contaminants</li> <li>• Calibrating measuring equipment such as thermometers, pH meters, levels and EC meters</li> <li>• Checking and replacing batteries on measuring equipment</li> <li>• Checking tools for damage, excessive wear and proper operation</li> <li>• Storing measuring equipment for organization, safety and security</li> </ul> |

**Achievement Criteria**

**Performance** The learner will calibrate measuring equipment.

**Conditions** The learner will be given thermometers, pH meters, levels and EC meters.

**Criteria** The learner will score a passing grade of 70% or better on a rating sheet according to the following criteria:

- Calibrated to manufacturers' specifications



**Program Content  
Level 1**



**Line (GAC): B USES AND MAINTAINS TOOLS AND EQUIPMENT**

**Competency: B3 Operate vehicles and motorized equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify engine designs and functions of motorized equipment.
- Apply safe work practices as related to motorized horticulture equipment.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                                        |                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify engine components of motorized equipment engines                                                           | <ul style="list-style-type: none"> <li>• Differences between a two-stroke, four-stroke, and hybrid four-stroke engines</li> <li>• Carburetor</li> <li>• Ignition system</li> <li>• Starter components</li> <li>• Piston</li> <li>• Compression</li> </ul> |
| 2. Demonstrate personal safety in the workplace                                                                        | <ul style="list-style-type: none"> <li>• Safety procedures</li> <li>• Use of PPE</li> </ul>                                                                                                                                                               |
| 3. Demonstrate safe operating procedures for motorized horticulture equipment such as starting, stopping and adjusting | <ul style="list-style-type: none"> <li>• String trimmers</li> <li>• Lawnmowers</li> <li>• Backpack blowers</li> </ul>                                                                                                                                     |

**Achievement Criteria**

- Performance** The learner will start, stop and adjust power equipment.
- Conditions** The learner will be given string trimmers, lawnmowers and backpack blowers.
- Criteria** The learner will score a passing grade of 70% or better on a rating sheet according to the following criteria:
- Started, stopped and adjusted power equipment to manufacturers' specifications





**Program Content  
Level 1**



**Line (GAC): B USES AND MAINTAINS TOOLS AND EQUIPMENT**  
**Competency: B4 Maintain vehicles and motorized equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Maintain motorized equipment.
- Apply safe work practices as related to motorized horticulture equipment.

**LEARNING TASKS**

**CONTENT**

- |                                                                          |                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use hand tools to maintain horticulture equipment                     | <ul style="list-style-type: none"> <li>• Sockets and wrenches</li> <li>• Ignition tester</li> <li>• Tachometer</li> <li>• Torque wrench</li> <li>• Feeler gauges</li> </ul>                                                                                                          |
| 2. Perform and document circle check of vehicles and motorized equipment | <ul style="list-style-type: none"> <li>• Lights</li> <li>• Plates</li> <li>• Brakes</li> </ul>                                                                                                                                                                                       |
| 3. Inspect equipment                                                     | <ul style="list-style-type: none"> <li>• Inspect visually for:                             <ul style="list-style-type: none"> <li>◦ Damage and wear</li> </ul> </li> <li>• Lock-out and tag-out as necessary</li> <li>• Inspect equipment to ensure efficient functioning</li> </ul> |
| 4. Check position of safety features as applicable                       | <ul style="list-style-type: none"> <li>• Lock-out devices</li> <li>• Chutes</li> <li>• Trimmer and belt guards</li> <li>• Operator presence switches</li> </ul>                                                                                                                      |
| 5. Check and replace fluids according to manufacturers' specifications   | <ul style="list-style-type: none"> <li>• Oil</li> <li>• Coolant</li> <li>• Hydraulic fluids</li> </ul>                                                                                                                                                                               |
| 6. Check and replace components                                          | <ul style="list-style-type: none"> <li>• Spark plugs</li> <li>• Belts</li> <li>• Pull cords</li> </ul>                                                                                                                                                                               |
| 7. Check and adjust air pressure in components                           | <ul style="list-style-type: none"> <li>• Tires</li> <li>• Air compressors</li> </ul>                                                                                                                                                                                                 |
| 8. Check and tighten components                                          | <ul style="list-style-type: none"> <li>• Loose connections</li> <li>• Loose fittings</li> </ul>                                                                                                                                                                                      |



**Program Content  
Level 1**



**LEARNING TASKS**

9. Check cutting height and adjust
  
10. Apply preventive maintenance procedures

**CONTENT**

- According to client expectations
- Turf needs
  
- Equipment maintenance
  - Clean fuel
  - Clean air
  - Clean lubricating oil
- Maintenance schedule
- Maintain a lawn mower or edger: Every three months or 50 hours
  - Change engine oil
  - Replace or service air filter
  - Sharpen blade
  - Check spark plug
  - Check and adjust controls and drive mechanisms
  - Lube controls and drive mechanisms
  - Clean cooling fins
  - Tighten bolts
- Maintain a hedge or string trimmer
- Mixing gas and oil

**Achievement Criteria**

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance | The learner will service motorized equipment (at the instructor's discretion).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Conditions  | The learner will be given any of the motorized equipment listed: <ul style="list-style-type: none"> <li>• Lawn mower</li> <li>• Edger</li> <li>• Dethatcher</li> <li>• Rototiller</li> <li>• String trimmer</li> <li>• Hedger</li> <li>• Chainsaw</li> <li>• Backpack blower</li> <li>• Aerator</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| Criteria    | The learner will score a passing grade of 70% or better on a rating sheet according to the following criteria: <ul style="list-style-type: none"> <li>• Inspected power equipment to manufacturers' specifications</li> <li>• Checked position of safety features to manufacturers' specifications</li> <li>• Checked and replaced fluids according to manufacturers' specifications</li> <li>• Cleaned and/or replaced air and oil filters to manufacturers' specifications</li> <li>• Cleaned and/or replaced spark plugs to manufacturers' specifications</li> <li>• Adjusted carburetor, if required, to manufacturers' specifications</li> </ul> |





|             |    |                         |
|-------------|----|-------------------------|
| Line (GAC): | C  | ORGANIZES WORK          |
| Competency: | C6 | Communicate with others |

## Objectives

To be competent in this area, the individual must be able to:

- Effectively communicate verbally and in written form.
- Effectively communicate trade related information to various people.

## LEARNING TASKS

1. Use effective verbal and written communication

## CONTENT

- **Effective communication:**
  - Four basic communication skills (listening, speaking, reading, writing)
  - Communication process
  - Active listening
  - Non-verbal communication
  - Barriers to communication
  - Preparing for meetings
- **Relaying information to**
  - Co-workers
  - Clients
  - Suppliers
  - Office staff
- **Relaying information in laypersons' terms to**
  - Clients
  - Public

- ## 2. Relay information



**Program Content  
Level 1**



**Line (GAC):**        **C    ORGANIZES WORK**  
**Competency:**      **C10   Maintain safe work environment**

**Objectives**

To be competent in this area, the individual must be able to:

- Assess site hazards and apply appropriate safety procedures.

**LEARNING TASKS**

**CONTENT**

- |                                                              |                                                                                                                               |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1.    Assess site hazards                                    | <ul style="list-style-type: none"> <li>• High voltage</li> <li>• Motorized equipment</li> <li>• Working at heights</li> </ul> |
| 2.    Identify PPE and safety equipment                      | <ul style="list-style-type: none"> <li>• For task</li> </ul>                                                                  |
| 3.    Maintain worksite to avoid injuries to self and others | <ul style="list-style-type: none"> <li>• Clean</li> <li>• Tidy</li> </ul>                                                     |



**Program Content  
Level 1**



**Line (GAC):**        **C    ORGANIZES WORK**  
**Competency:**      **C11   Examine interpersonal and supervisory skills**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the basic interpersonal and supervisory skills based on time stress management, ethics, communication, power and teams.

**LEARNING TASKS**

**CONTENT**

- |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.    Manage time                                                          | <ul style="list-style-type: none"> <li>• Role of the supervisor</li> <li>• Ability to effectively manage personal and work time</li> </ul>                                                                                                                                                                                                                                                                           |
| 2.    Explain stress management                                            | <ul style="list-style-type: none"> <li>• Individual</li> <li>• Organizational</li> <li>• How organizations can help manage stress</li> </ul>                                                                                                                                                                                                                                                                         |
| 3.    Recognize ethical and social responsibility issues in the work place | <ul style="list-style-type: none"> <li>• Ethical and social consequences of work place practices               <ul style="list-style-type: none"> <li>○ Personal experience</li> <li>○ Religious beliefs impact personal ethics</li> <li>○ Culture affects ethical norms</li> <li>○ Internal reflection</li> <li>○ Organizational ethics</li> <li>○ Legal responsibilities</li> <li>○ BC Acts</li> </ul> </li> </ul> |
| 4.    Communicate effectively                                              | <ul style="list-style-type: none"> <li>• Identifying and using verbal and non-verbal communication techniques (review Level One C6 – <i>Communicate with others</i>)</li> </ul>                                                                                                                                                                                                                                      |
| 5.    Describe conflict management                                         | <ul style="list-style-type: none"> <li>• Defining conflict</li> <li>• Sources of conflict</li> <li>• Basic styles for managing conflict</li> <li>• Conflict management strategies</li> <li>• Guidelines of managing interpersonal conflict</li> </ul>                                                                                                                                                                |
| 6.    Examine the concept of power in an organization                      | <ul style="list-style-type: none"> <li>• Recognizing power structure in the organization and how power is applied within the organization</li> </ul>                                                                                                                                                                                                                                                                 |



**Program Content  
Level 1**



**LEARNING TASKS**

7. Describe characteristics of an effective team

**CONTENT**

- Characteristics of a high performing crew/team
- Recognizing ineffective work crews
- Supervisory role



**Program Content  
Level 1**



**Line (GAC): E ANALYZES AND MAINTAINS PLANT HEALTH**  
**Competency: E1 Identify plants and plant requirements**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify a wide range of plants, morphological characteristics, growing requirements, use and availability.

**LEARNING TASKS**

**CONTENT**

- |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Recognize a range of plant materials commonly used in commercial horticulture</p> | <ul style="list-style-type: none"> <li>• Life cycle of a plant</li> <li>• Plant growth patterns                             <ul style="list-style-type: none"> <li>○ Annuals</li> <li>○ Biennials</li> <li>○ Perennials</li> <li>○ Herbaceous perennials</li> <li>○ Woody perennials</li> </ul> </li> <li>• Deciduous and evergreen plants                             <ul style="list-style-type: none"> <li>○ Deciduous plants</li> <li>○ Evergreens</li> <li>○ Broadleaf evergreens</li> <li>○ Coniferous evergreens</li> </ul> </li> <li>• Climbing plants                             <ul style="list-style-type: none"> <li>○ Stems specialized for climbing</li> <li>○ Monocarpic plants</li> </ul> </li> </ul> |
| <p>2. Employ correct naming and plant identification terminology</p>                    | <ul style="list-style-type: none"> <li>• Origin of plant naming systems                             <ul style="list-style-type: none"> <li>○ Common names</li> <li>○ Nomenclature</li> <li>○ Binomial system for naming plants</li> <li>○ Plant taxonomy</li> <li>○ Writing botanical names</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>3. Name the plant family for each plant identified</p>                               | <ul style="list-style-type: none"> <li>• Plant families</li> <li>• Plant families commonly found in British Columbia                             <ul style="list-style-type: none"> <li>○ ASTERACEAE – Aster Family</li> <li>○ CARYOPHYLLACEAE – Pink Family</li> <li>○ ERICACEAE – Heath Family</li> <li>○ LAMIACEAE – Mint Family</li> <li>○ LILIACEAE – Lily Family</li> <li>○ RANUNCULACEAE – Buttercup Family</li> <li>○ ROSACEAE – Rose Family</li> <li>○ SAPINDACEAE – Soapberry Family</li> </ul> </li> </ul>                                                                                                                                                                                                  |



**Program Content  
Level 1**



**LEARNING TASKS**

**CONTENT**

- |                                                                                       |                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. Recognize and describe bud, bark, foliage, flower and fruit characteristics</p> | <ul style="list-style-type: none"> <li>• Plant morphology</li> <li>• Morphology descriptors for leaves</li> <li>• Leaf arrangement</li> <li>• Needles</li> <li>• Scales and awls</li> <li>• Patterns of inflorescence</li> <li>• Descriptors for flowers</li> <li>• Plant types</li> <li>• Descriptors for fruit</li> <li>• Woody stems</li> </ul> |
| <p>5. Use a dichotomous key for plant identification</p>                              | <ul style="list-style-type: none"> <li>• Limitations of plant keys</li> <li>• Conifer key</li> <li>• Deciduous key</li> </ul>                                                                                                                                                                                                                      |
| <p>6. Identify and describe 50 woody and non-woody plants.</p>                        | <ul style="list-style-type: none"> <li>• Using botanical terms</li> <li>• According to its cultural and maintenance requirements</li> </ul>                                                                                                                                                                                                        |



**Program Content  
Level 1**



**Line (GAC): E ANALYZES AND MAINTAINS PLANT HEALTH**  
**Competency: E3 Manage pests and diseases**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify signs and symptoms of living and non-living factors that cause plant stress.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define plant stress                                                                                      | <ul style="list-style-type: none"> <li>• Causes and symptoms</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2. Describe conditions that lead to plant stress                                                            | <ul style="list-style-type: none"> <li>• Abiotic factors                             <ul style="list-style-type: none"> <li>○ Light temperature</li> <li>○ Humidity</li> <li>○ Air</li> <li>○ Water supply</li> <li>○ Mechanical damage</li> <li>○ Nutrition</li> <li>○ Other common symptoms of abiotic plant stress</li> </ul> </li> <li>• Distinguishing between biotic and abiotic causes of plant stress</li> <li>• Biotic plant stress                             <ul style="list-style-type: none"> <li>○ Common indicators</li> </ul> </li> <li>• Biotic plant stress factors                             <ul style="list-style-type: none"> <li>○ Common plant insect indicators</li> <li>○ Common plant disease indicators</li> </ul> </li> <li>• Susceptibility to biotic stress factors (insects and diseases)</li> <li>• Potential stress-inducing environmental conditions</li> </ul> |
| 3. Categorize plant pest types and broadly associate the symptoms of biotic plant stress with type of plant | <ul style="list-style-type: none"> <li>• Major plant pest types including:                             <ul style="list-style-type: none"> <li>○ Plant feeding pests</li> <li>○ Plant feeding animals</li> <li>○ Diseases</li> <li>○ Weeds</li> </ul> </li> <li>• Damage caused by various pests</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4. Describe the life stages of example pests                                                                | <ul style="list-style-type: none"> <li>• Lifecycle of typical pests</li> <li>• Disease lifecycles</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5. Describe basic arthropod morphology and identify typical examples of arthropod to order                  | <ul style="list-style-type: none"> <li>• Basic arthropod morphology</li> <li>• Eight orders of insects</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



**Program Content  
Level 1**



**LEARNING TASKS**

6. Identify the four types of plant-pathogens
  
7. Describe the characteristics that make plants weeds
  
8. Describe established methods for controlling pests (IPM)

**CONTENT**

- Categories of pathogens:
  - Fungi
  - Bacteria
  - Viruses
  - Nematodes
  
- Defining weeds
  - Competition
  - Common characteristics
- Classification of weeds by life histories
  - Annuals
  - Biennials
  - Herbaceous perennials
  - Woody perennials
  
- Integrated Pest Management (IPM)
- Six steps of IPM
  - Prevention
  - Identification
  - Monitoring
  - Thresholds
  - Treatments
  - Evaluation
- Establishing methods for controlling pests
  - Cultural
  - Biological
  - Chemical





**Program Content  
Level 1**



**Line (GAC): E ANALYZES AND MAINTAINS PLANT HEALTH**

**Competency: E4 Describe plant science as it applies to horticulture**

**Objectives**

To be competent in this area, the individual must be able to:

- Explain plant morphological characteristics, life cycles, and adaptations as they apply to plant identification, plant propagation, arboriculture and turf maintenance.

**LEARNING TASKS**

**CONTENT**

- |                                                              |                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe the external parts of herbaceous and woody stems | <ul style="list-style-type: none"> <li>• Plant identification using features of a stem                             <ul style="list-style-type: none"> <li>○ Woody and herbaceous stems</li> </ul> </li> </ul>                                                                                        |
| 2. Describe the parts of a leaf and variations in shape      | <ul style="list-style-type: none"> <li>• Parts of a simple leaf</li> <li>• Leaf shapes</li> <li>• Leaf tips</li> <li>• Leaf margins</li> <li>• Leaf surfaces</li> <li>• Pattern of veins within the leaf blade</li> <li>• Simple and compound leaves</li> </ul>                                      |
| 3. Describe parts of the flower                              | <ul style="list-style-type: none"> <li>• Flower structure                             <ul style="list-style-type: none"> <li>○ Complete and incomplete flowers</li> <li>○ Perfect vs. imperfect flowers</li> <li>○ Monoecious vs. dioecious plants</li> <li>○ Flower symmetry</li> </ul> </li> </ul> |
| 4. Identify typical inflorescences                           | <ul style="list-style-type: none"> <li>• Inflorescence types</li> </ul>                                                                                                                                                                                                                              |
| 5. Identify typical fruit                                    | <ul style="list-style-type: none"> <li>• Placing fruit types                             <ul style="list-style-type: none"> <li>○ Fleshy fruits</li> <li>○ Dry fruits</li> </ul> </li> <li>• Dehiscent and indehiscent fruits</li> </ul>                                                             |
| 6. Describe stages in the life cycle of a flowering plant    | <ul style="list-style-type: none"> <li>• Reproduction</li> </ul>                                                                                                                                                                                                                                     |
| 7. Describe parts of a seed and seedling                     | <ul style="list-style-type: none"> <li>• Monocot seed development</li> <li>• Dicot seed development</li> <li>• Dicot seedling development</li> <li>• Monocot seedling development</li> </ul>                                                                                                         |



**Program Content  
Level 1**



**LEARNING TASKS**

8. Identify stem, root, and leaf modifications
9. Identify plant adaptations to environmental effects
10. Describe basic growth responses to plant hormones

**CONTENT**

- Roots
  - Root systems
  - Specialized underground storage structures
- Plant adaptations
- Stem modifications for protection
- Stems specialized for colonizing
- Response to hormones
  - Auxins
  - Gibberellins (GA)
  - Cytokinins
  - Ethylene
  - Absciscic acid (ABA)



**Program Content  
Level 1**



|                    |           |                                                                                    |
|--------------------|-----------|------------------------------------------------------------------------------------|
| <b>Line (GAC):</b> | <b>E</b>  | <b>ANALYZES AND MAINTAINS PLANT HEALTH</b>                                         |
| <b>Competency:</b> | <b>E5</b> | <b>Describe physical and biological characteristics of soil and soilless media</b> |

**Objectives**

To be competent in this area, the individual must be able to:

- Recognize soil and soil management as keys to the successful practice of horticulture.
- Examine soil formation, the physical and biological properties of soils, and soilless media as they relate to use, soil quality, and plant growth.

**LEARNING TASKS**

**CONTENT**

|                                                                |                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define soil                                                 | <ul style="list-style-type: none"> <li>• Soil</li> <li>• Soil formation</li> <li>• Parent material</li> <li>• Biotic – living organisms</li> <li>• Topography</li> <li>• Time</li> </ul>                                                        |
| 2. Define soil quality                                         | <ul style="list-style-type: none"> <li>• Soil quality and the importance of soil quality, relative to plant growth and environmental sustainability</li> </ul>                                                                                  |
| 3. Describe a soil profile                                     | <ul style="list-style-type: none"> <li>• Soil profiles                             <ul style="list-style-type: none"> <li>○ LFH horizon</li> <li>○ A horizon</li> <li>○ B horizon</li> <li>○ C horizon</li> </ul> </li> </ul>                   |
| 4. Explain the physical properties of soil and soilless medias | <ul style="list-style-type: none"> <li>• Texture</li> <li>• Structure</li> <li>• Density</li> <li>• Porosity</li> <li>• Soil compaction</li> <li>• Soil structure and plant growth</li> <li>• Soilless media</li> </ul>                         |
| 5. Describe the behaviour of water in soil                     | <ul style="list-style-type: none"> <li>• Water in soils</li> <li>• Soil water holding capacity</li> <li>• Available water</li> <li>• Water movement through soil</li> <li>• Wetting front</li> <li>• Hydrolic conductivity of a soil</li> </ul> |



**Program Content  
Level 1**



**LEARNING TASKS**

6. Examine the key soil biological processes and their effects on plant growth and soil quality
7. Explain the role of organic matter in soil
8. Describe composting methods

**CONTENT**

- Water retention and flow in layered soils
- Water movement in urban soils
- Managing soils in the urban landscape
- Biological process in soil
- Plants
- Soil animals
- Other organisms
- Role of soil organisms in soil quality
- Promoting beneficial soil organisms
- Basic composition of soil organic matter
- Key roles of soil organic matter relative to soil chemical and physical behaviour
- Composting processes
- Aerobic vs. anaerobic microorganisms
- Food web of the compost pile
- Use of compost



Program Overview



## Training Topics and Suggested Time Allocation

### Landscape Horticulturist – Level 1

|                                                              |                                                                             | % of Time Allocated to: |            |            |             |
|--------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------|------------|------------|-------------|
|                                                              |                                                                             | % of Time               | Theory     | Practical  | Total       |
| <b>Line A</b>                                                | <b>USES OCCUPATIONAL SKILLS</b>                                             | <b>15%</b>              | <b>75%</b> | <b>25%</b> | <b>100%</b> |
| A1                                                           | Use personal protective equipment (PPE)                                     |                         | ✓          | ✓          |             |
| A2                                                           | Identify fire types and extinguishing methods                               |                         | ✓          | ✓          |             |
| A3                                                           | Use WHMIS                                                                   |                         | ✓          |            |             |
| A4                                                           | Recognize work hazards                                                      |                         | ✓          | ✓          |             |
| A5                                                           | Demonstrate basic horticultural skills                                      |                         | ✓          | ✓          |             |
| A6                                                           | Identify relevant legislation, regulations and standards                    |                         | ✓          |            |             |
| <b>Line B</b>                                                | <b>USES AND MAINTAINS TOOLS AND EQUIPMENT</b>                               | <b>25%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| B1                                                           | Use and maintain hand tools and power tools                                 |                         | ✓          | ✓          |             |
| B2                                                           | Use and maintain measuring equipment                                        |                         | ✓          | ✓          |             |
| B3                                                           | Operate vehicles and motorized equipment                                    |                         | ✓          | ✓          |             |
| B4                                                           | Maintain vehicles and motorized equipment                                   |                         | ✓          | ✓          |             |
| <b>Line C</b>                                                | <b>ORGANIZES WORK</b>                                                       | <b>10%</b>              | <b>80%</b> | <b>20%</b> | <b>100%</b> |
| C6                                                           | Communicate with others                                                     |                         | ✓          | ✓          |             |
| C10                                                          | Maintain safe work environment                                              |                         | ✓          | ✓          |             |
| C11                                                          | Examine interpersonal and supervisory skills                                |                         | ✓          | ✓          |             |
| <b>Line E</b>                                                | <b>ANALYZES AND MAINTAINS PLANT HEALTH</b>                                  | <b>50%</b>              | <b>50%</b> | <b>50%</b> | <b>100%</b> |
| E1                                                           | Identify plants and plant requirements                                      |                         | ✓          | ✓          |             |
| E3                                                           | Manage pests and diseases                                                   |                         | ✓          | ✓          |             |
| E4                                                           | Describe plant science as it applies to horticulture                        |                         | ✓          | ✓          |             |
| E5                                                           | Describe physical and biological characteristics of soil and soilless media |                         | ✓          | ✓          |             |
| <b>Total Percentage for Landscape Horticulturist Level 1</b> |                                                                             | <b>100%</b>             |            |            |             |



Program Content  
Section 4



## Reference Materials

### LEVEL ONE

#### Required Reference Materials

- Kwantlen University College School of Horticulture Plant identification Database, [www.kwantlen.ca/horticulture/](http://www.kwantlen.ca/horticulture/)  
<https://appserver1.kwantlen.ca/apps/plantid/plantid.nsf/search>
- Botany for Gardeners - Latest edition. Capon, Brian. Timber Press, Portland, OR.
- Soil Science and Management - Latest edition. Plaster J. Edward. Thomson/Delmar Learning, Clifton Park, NY
- British Columbia Landscape Standard - Latest edition. BC Landscape and Nursery Association and the British Columbia Association of Landscape Architects, Surrey, BC
- Identify Plants and Describe Their Use – Module 1, HEBC 2012
- Communication and Organizational Skills – Module 1, HEBC 2012
- Equipment Maintenance and Safety – Module 1, HEBC 2012
- Plant Science for Horticulture – Module 1, HEBC 2012
- Plant Stress – Signs and Symptoms, HEBC 2012
- Soil and Soilless Media – Physical and Biological Characteristics – Module 1, HEBC 2012
- Horticultural Skills – Module 1, HEBC 2012

#### Recommended Resources

- Integrated Pest Management Manual for Landscape Pests in British Columbia. Gilkeson, Linda A. 2000. Pollution and Remediation Branch, Victoria, BC.
- WorkSafeBC Website (<http://www.worksafebc.com/>)
- Equipment Manufacturers Websites (Internet)





**Program Content  
Section 4**



**Suggested Texts**

- Abiotic Disorders of Landscape Plants : A Diagnostic Guide - Costello, Laurence Raleigh. 2003. University of California, Agriculture and Natural Resources, Oakland, CA
- Home and Garden Pest Management Guide for British Columbia - B.C. Ministry of Agriculture Fisheries and Food Latest edition. Crown Publications, Victoria, BC
- B.C. Nursery and Landscape Pest Management and Production Guide - Latest edition. B.C. Ministry of Environment, Lands, and Parks. Latest Edition, Crown Publications, Victoria BC
- Ball Identification Guide to Greenhouse Pests and Beneficials - Gill, Stanton. 1998. Ball Publishing, Batavia, Ill.
- Field Guide to Noxious and Other Selected Weeds of British Columbia - Cranston, Roy. 2002. Ministry of Agriculture, Food and Fisheries; Ministry of Forests, Victoria, BC (Also available online at <http://www.agf.gov.bc.ca/cropprot/weedquid/weedquid.htm> )
- Pacific Northwest; Plant Disease Management Handbook - 2000. Extension Services of Oregon State University, Washington State University, and the University of Idaho
- Soil Management Handbook for the Lower Fraser Valley - Bertrand, R.A., G.A. Hughes-Games, and D.C. Nikkel. 1991. Ministry of Agriculture, Fisheries & Food, Abbotsford, B.C.
- Western Fertilizer Handbook - Soil Improvement Committee, California Fertilizer Association. Latest edition (Horticulture ed.) Interstate Publishing Inc., Danville, Illinois
- Groundskeepers Safety Guide - Latest edition. Canadian Centre for Occupational Health and Safety, Hamilton, ON.
- Outdoor Power Equipment, Latest Edition, Webster, Jay, Nelson. Canada, Scarborough ON

**NOTE:**

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.



Program Overview

Occupational Analysis Chart

LANDSCAPE HORTICULTURIST

Occupation Description: "Landscape Horticulturist" means a person who selects, handles and utilizes trees, shrubs and ornamental plants and turf grass for the design, development and maintenance of public and private landscaping spaces. Prepares soil, plants, cultivates, prunes and irrigates to maintain plant vigor. Controls plant pests utilizing appropriate integrated pest management techniques.

|                                                    |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
|----------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|
| <b>USES OCCUPATIONAL SKILLS</b><br>A               | Use personal protective equipment (PPE)<br>A1<br>1 2         | Identify fire types and extinguishing methods<br>A2<br>1 | Use WHMIS<br>A3<br>1                                  | Recognize work hazards<br>A4<br>1                                      | Demonstrate basic horticultural skills<br>A5<br>1 2        | Identify relevant legislation, regulations and standards<br>A6<br>1 |
|                                                    | Use and maintain hand tools and power tools<br>B1<br>1 2 3 4 | Use and maintain measuring equipment<br>B2<br>1          | Operate vehicles and motorized equipment<br>B3<br>1 2 | Maintain vehicles and motorized equipment<br>B4<br>1 2                 | Use and maintain equipment attachments<br>B5<br>2          | Transport equipment<br>B6<br>3 4                                    |
| <b>USES AND MAINTAINS TOOLS AND EQUIPMENT</b><br>B |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
| <b>ORGANIZES WORK</b><br>C                         | Perform site assessments<br>C1<br>3                          | Use documentation and reference material<br>C2<br>3      | Maintain records<br>C3<br>3                           | Comply with policies and regulations<br>C4<br>3                        | Plan daily tasks<br>C5<br>3                                | Communicate with others<br>C6<br>1 2                                |
|                                                    | Order plants and materials<br>C7<br>4                        | Transport materials<br>C8<br>3                           | Organize plants, materials and equipment<br>C9<br>2   | Maintain safe work environment<br>C10<br>1 2                           | Examine interpersonal and supervisory skills<br>C11<br>1 2 |                                                                     |
|                                                    |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
|                                                    |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
|                                                    |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
|                                                    |                                                              |                                                          |                                                       |                                                                        |                                                            |                                                                     |
| <b>PARTICIPATES IN MARKETING AND SALES</b><br>D    | Control inventory<br>D1<br>3                                 | Sell product and services<br>D2<br>4                     | Maintain customer relations<br>D3<br>4                | Prepare estimates for basic landscape installation projects<br>D4<br>4 |                                                            |                                                                     |





## Program Overview



### ANALYZES AND MAINTAINS PLANT HEALTH

E

Identify plants and plant requirements

|    |   |   |   |
|----|---|---|---|
| 1  | 2 | 3 | 4 |
| E1 |   |   |   |

Manage growing conditions

|    |  |  |  |
|----|--|--|--|
| 2  |  |  |  |
| E2 |  |  |  |

Manage pests and diseases

|    |   |   |   |
|----|---|---|---|
| 1  | 2 | 3 | 4 |
| E3 |   |   |   |

Describe plant science as it applies to horticulture

|    |   |  |  |
|----|---|--|--|
| 1  | 2 |  |  |
| E4 |   |  |  |

Describe physical and biological characteristics of soil and soilless media

|    |  |  |  |
|----|--|--|--|
| 1  |  |  |  |
| E5 |  |  |  |

Describe chemical characteristics of soil and soilless media

|    |  |  |  |
|----|--|--|--|
| 2  |  |  |  |
| E6 |  |  |  |

Assess landscape sites with respect to soils

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| E7 |  |  |  |

### PERFORMS PRE-CONSTRUCTION ACTIVITIES

F

Interpret landscape plans

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| F1 |  |  |  |

Participate in job planning activities

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| F2 |  |  |  |

Prepare site

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| F3 |  |  |  |

Examine the principles of garden design and participate in basic landscape design activities

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| F4 |  |  |  |

### INSTALLS SOFTSCAPE

G

Install erosion control materials

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G1 |  |  |  |

Install growing media

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G2 |  |  |  |

Describe installation of interior landscape plants

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G3 |  |  |  |

Install turf from seed

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G4 |  |  |  |

Install exterior landscape plants

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G5 |  |  |  |

Install sod

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G6 |  |  |  |

Install mulch

|    |  |  |  |
|----|--|--|--|
| 4  |  |  |  |
| G7 |  |  |  |

### INSTALLS HARDSCAPE

H

Install drainage systems

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H1 |  |  |  |

Install landscape structures

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H2 |  |  |  |

Install walkway, patio, driveway and parking lot materials

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H3 |  |  |  |

Install steps and retaining walls

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H4 |  |  |  |

Install irrigation systems

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H5 |  |  |  |

Install water features

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H6 |  |  |  |

Install low voltage landscape lighting

|    |  |  |  |
|----|--|--|--|
| 3  |  |  |  |
| H7 |  |  |  |

Landscape Horticulturist  
03/14

Industry Training Authority

**UEC MEETING DATES AND AGENDA DEADLINES 2014/15**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>        | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|--------------------------------------------|-----------------------------------------------|
| <b>August 29, 2014</b><br>A225 — 10 am     | UEC meeting, followed by UEC retreat          |
| <b>September 26, 2014</b><br>A225 — 10 am  | September 17, 2014                            |
| <b>October 24, 2014</b><br>A225 — 10 am    | October 15, 2014                              |
| <b>November 21, 2014</b><br>A225 — 10 am   | November 12, 2014                             |
| <b>December 12, 2014*</b><br>C1429 — 10 pm | December 3, 2014                              |
| <b>January 30, 2015</b><br>A225 — 10 am    | January 21, 2015                              |
| <b>February 27, 2015</b><br>A225 — 10 am   | February 18, 2015                             |
| <b>March 27, 2015</b><br>A225 — 10 am      | March 18, 2015                                |
| <b>April 24, 2015</b><br>A225 — 10 am      | April 15, 2015                                |
| <b>May 22, 2015</b><br>A225 — 10 am        | May 13, 2015                                  |
| <b>June 19, 2015**</b><br>B121 — 10 am     | June 10, 2015                                 |

\*Please note that this meeting will take place in week 2 of the UFV meeting schedule.

\*\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.