



**UNDERGRADUATE EDUCATION COMMITTEE (UEC)  
22 Nov 2013 - 10:00  
A225**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

1.1. MOTION: To approve the agenda as presented.

**2. APPROVAL OF UEC MINUTES**

7 - 13 2.1. UEC draft minutes: October 25, 2013

MOTION: To approve the draft minutes as presented.

**3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

14 - 35 **3.1. History**

Changes including course number, calendar description, and synonymous courses: HIST 205 (formerly HIST 105)

Changes including course number, calendar description, credits, title, synonymous courses, total hours per term, and prerequisites: HIST 221 (formerly HIST 322)

Changes including calendar description and synonymous courses: HIST 324

Discontinuation: HIST 381

Changes including title and calendar description: HIST 419

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

MOTION: To approve the discontinuation of HIST 381 as presented.

36 - 47 **3.2. Social, Cultural, and Media Studies**

Review including changes to calendar description: ANTH 111 and 240

Changes including prerequisites: SOC 355/ANTH 355/MACS 355

MOTION: To approve the Social, Cultural, and Media Studies course outlines

Page

as presented.

48 -  
63

### **3.3. Theatre**

Changes including title, calendar description, and total hours per term: THEA 111

Changes including title, calendar description, total hours per term, and prerequisites: THEA 112

Review including changes to course description and prerequisites: THEA 305

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

64 -  
78

### **3.4. Visual Arts**

Discontinuation: GD 218, 261, and 378

Changes including prerequisites: GD 317

Changes including calendar description and synonymous courses: GD 358

Changes including prerequisites: VA 366/FILM 366

MOTION: To approve the discontinuation of GD 218, 261, and 378 as presented.

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

79 -  
82

### **3.5. Physics**

New course: ENGR 100, Production in Practice

MOTION: To approve the new ENGR 100 course outline as presented.

83 -  
87

### **3.6. English**

New course: ENGL 200, Introduction to Literary Critical Methods

MOTION: To approve the new ENGL 200 course outline as presented.

88 -  
92

### **3.7. Biology**

Changes including prerequisites: BIO 410/GEOG 410

MOTION: To approve the changes to the BIO 410/GEOG 410 course outlines as presented.

93 -  
190

### **3.8. Geography**

New course: GEOG 103, The Physical Environment

Changes including reactivation, title, calendar description, synonymous courses, and total hours per term: GEOG 111

Page

Changes including prerequisites: GEOG 201, 202, 307, 308, 318

Changes including course number, calendar description, prerequisites, and synonymous courses: GEOG 219/BIO 219 (formerly GEOG 317/BIO 317)

Changes including calendar description and prerequisites: GEOG 257/CMNS 257

Changes including title, calendar description, and total hours per term: GEOG 270

Discontinuation: GEOG 271

Review, including changes to calendar description and prerequisites: GEOG 303

Review, including changes to title, calendar description, and prerequisites: GEOG 304

Review including changes to calendar description and prerequisites: GEOG 323

Changes including course number, title, calendar description, prerequisites, and synonymous courses: GEOG 319/BIO 319 (formerly GEOG 417/BIO 417)

Changes including title, calendar description, and prerequisites: GEOG 396/GDS 310/SOC 396 and GEOG 398, GDS 311/SOC 398

MOTION: To approve the discontinuation of GEOG 271 as presented.

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

#### 4. PROGRAMS

191 -  
261

##### 4.1. Geography

Change to program requirements: Physical Geography Honours in Science

Change to program requirements: Physical Geography major, Honours, and minor in Science (addition of course options and renumbering)

Changes to program requirements: Geography major (no concentration, Environmental Studies concentration, International Studies concentration, and Urban Studies concentration), Honours, extended minor, and minor in Arts

Change to program requirements: Geography major Environmental Science concentration (formerly Environmental Studies concentration), Global Studies concentration (formerly International Studies concentration, and Urban studies concentration).

Discontinuation of program: Geography major Physical Geography concentration.

MOTION: To recommend the approval of the changes to the program requirements of the Physical Geography Honours in Science as presented, effective September 2014.

Page

MOTION: To approve the addition of course options and the renumbering of course options in the Physical Geography major, Honours, and minor in Science as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the program requirements of the Geography major (no concentration, Environmental Studies concentration, International Studies concentration, and Urban Studies concentration), Honours, extended minor, and minor in Arts as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Geography major Environmental Science concentration (formerly Environmental Studies concentration, Global Studies concentration (formerly International Studies concentration), and Urban Studies concentration in Arts as presented, effective September 2014.

MOTION: To recommend the approval of the discontinuation of the Geography major Physical Geography concentration in Arts as presented, effective September 2014.

262 -  
280

#### **4.2. Arts**

Change to program requirements: Bachelor of Arts degree (addition of GEOG 111 as an option for the Social Science requirement and addition of GEOG 103 as an option for the Lab Science requirement)

Change to program requirements: Liberal Arts diploma (addition of GEOG 111 as an option for the Social Science requirement)

Change to program requirements: Bachelor of Arts (Criminal Justice) degree (addition of GEOG 103 and 116 as Elective Science options)

MOTION: To approve the addition GEOG 111 as an option for the Social Science requirement and addition of GEOG 103 as an option for the Lab Science requirement for the Bachelor of Arts degree as presented, effective September 2014.

MOTION: To approve the addition of GEOG 111 as an option for the Social Science requirement for the Liberal Arts diploma as presented, effective September 2014.

MOTION: To approve the addition of GEOG 103 and 116 as Elective Science options for the Bachelor of Arts (Criminal Justice) degree as presented, effective September 2014.

281 -  
292

#### **4.3. English**

Change to program requirements: English major (all concentrations), Honours, extended minor, and minor in Arts.

MOTION: To recommend the approval of the changes to the program

Page

requirements for the English major (all concentrations), Honours, extended minor, and minor in Arts as presented, effective September 2014.

293 -  
300

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

Change to program requirements: Sociology major and extended minor

Change to program requirements: Sociology/Anthropology major

MOTION: To approve the addition of PSYC 110 as an option for the Sociology major and extended minor as presented, effective May 2014.

MOTION: To approve the addition of PSYC 110 as an option for the Sociology/Anthropology major as presented, effective May 2014.

301 -  
308

**4.5. Physics**

Changes to entrance requirements: Engineering Transfer program

Changes to program requirements: Engineering Transfer program

MOTION: To recommend the approval of the changes to the entrance and program requirements of the Engineering Transfer program as presented, effective September 2014.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

309 -  
312

**5.1. UEC Screening Subcommittee (USS)**

MOTION: To recommend to Senate Governance Committee the approval of the proposed UEC Screening Subcommittee Terms of Reference and membership criteria.

313 -  
315

**5.2. UEC Co-Chair**

MOTION: To recommend to Senate Governance Committee to review and revise the membership to include co-chairs of UEC, to include a voting faculty member of the committee, nominated by the committee, and approved by Senate, and Secretary and Registrar or designate (voting member).

MOTION: To recommend to Senate Governance Committee that the Director of Teaching and Learning position be moved back to a voting position.

MOTION: To recommend to Senate Governance Committee that the position titles be updated to correct position titles.

**5.3. Short Programs Subcommittee**

316 -  
320

**5.4. Course Outline Subcommittee report**

MOTION: To approve the revised draft of the course outline form, as presented.

Page

**5.5. Admissions Subcommittee report**

There is no report this month.

**5.6. Transfer Credit Subcommittee report**

There is no report this month.

321 -  
322

**5.7. Policy Subcommittee report**

MOTION: To accept the UEC Policy Subcommittee report as presented.

**6. INFORMATION ITEMS**

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

AH 101, 102, 310, 311  
BUS 338, 439  
GEOG 131, 233, 240  
HIST 314, 382, 464, 465, 486, 487  
SOC 254  
THEA 315

323 -  
340

**6.2. Undergraduate Course and Program policy (21)**

**7. ADJOURNMENT**



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

October 25, 2013  
10:00 am – A225  
Abbotsford Campus

**DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, S. Brigden, R. Colwell, V. Dvoracek, J. English, S. Fisher, D. Francis, J. Lee, D. McGuire, S. Manu, S. Marsh, R. McLeod, S. Pattridge, L. Stagg, J. White, A. Wiseman, S. Xi  
**ABSENT:** S. Bains, W. Burton, H. Compeau, N. Goad, S. Hardman, A. Iliev, J. Larsen, E. Spalding, A. Wiseman  
**GUESTS:** A. Arndt, T. Cooper, K. Gariepy, I. McAskill, S. Murray, C. Neigel, S. Parkinson, M. Rhodes  
**RECORDER:** A. Hoogendoorn

**1. APPROVAL OF THE AGENDA**

**MOTION:**

To approve the agenda as amended:

- reverse the order of discussion items 5.2. Undergraduate Course and Program Approval policy (21) and 5.3. Submission Screening Subcommittee.

L. Stagg/ M. Bos-Chan

**2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: September 27, 2013

**MOTION:**

To approve the draft minutes as presented.

S. Marsh/ M. Bos-Chan

**3. COURSE OUTLINES**

The following courses are ready for publication following UEC approval.

**3.1. Biology**

Changes including title, calendar description, and prerequisites: BIO 201 and 202

Changes including course number, calendar description, and prerequisites: BIO 309 (formerly BIO 203)

Changes including course number, calendar description, prerequisites, and total hours per term: BIO 383 (formerly BIO 280)

Changes including course number, calendar description, prerequisites, and pre or corequisites: BIO 425 (formerly BIO 325) and BIO 426 (formerly BIO 326)

**MOTION:**

To approve the Biology course outlines as amended:

- BIO 309 prerequisites: BIO 111 and 112, plus 8 **biology** credits, numbered

UEC Draft Minutes  
25 Oct 2013

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- 200 and above.
- BIO 425 calendar description: Note: ~~The new prerequisites for BIO 309 state BIO 111, 112, and 8 credits in BIO courses numbered 200 or above.~~  
**Students with credit for BIO 325 cannot take BIO 425 for further credit.**
- BIO 201 and 202 prerequisites: ~~BIO 111, BIO 112, and CHEM 114.~~
  - learning outcomes- fix verbs.
- BIO 201, 202, and 383 PLAR: Remove note from 'Other' option, and include 'additional assignments'.
- BIO 201- revision of learning outcomes.

S. Marsh/ S. Fisher

There was some discussion about courses being renumbered from 200-level to 300-level courses. Anecdotal evidence shows that students will do better in these courses if they have taken more prerequisite courses. Students who previously completed the 200-level version of the course cannot take the 300-level version for further credit. Internally, the students with the 200-level course will get credit for a 300-level course. However, this will not show on transcripts. A. Arndt indicated that the Biology Department will provide these students with letters containing this information.

It was noted that explicit instructions on how to obtain PLAR do not need to be on the course outline. The appropriate option can be checked off on the course outline, and the instructions can be given to the PLAR office.

### 3.2. Computer Information Systems

Review including changes to calendar description: COMP 350  
Changes including title, calendar description, prerequisites, and pre or corequisites: COMP 361  
New course: COMP 381, Introduction to Machine Learning  
Changes including title, calendar description, and prerequisites: COMP 455  
New course: COMP 481, Functional and Logic Programming

#### **MOTION:**

To approve the COMP course outlines as presented.

R. McLeod/ R. Colwell

### 3.3. History

Changes including cross-listing new LAS 262 course: HIST 262/LAS 262, Latin American History: The National Experience

#### **MOTION:**

To approve the cross-listed History and Latin American Studies course outlines as presented.

R. Colwell/ S. Brigden

### 3.4. Library and Information Technology

Changes including calendar description, synonymous courses, and total hours



UEC Draft Minutes  
25 Oct 2013

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per term: LIBT 265

**MOTION:**

To approve the LIBT 265 course outline as presented.

L. Stagg/ R. Colwell

**3.5. Mathematics and Statistics**

Changes including calendar description and synonymous courses: MATH 140

**MOTION:**

To approve the MATH 140 course outline as presented.

S. Marsh/ R. McLeod

**4. PROGRAMS**

**4.1. Arts**

Change to program requirements: Bachelor of Arts

**MOTION:**

To approve the changes to Bachelor of Arts degree residency requirements as presented, effective September 2014.

S. Brigden/ R. Colwell

**MOTION:**

To approve the changes to the declaration policy of the Bachelor of Arts degree as presented, effective September 2014.

R. Cowell/ R. McLeod

CARRIED

In favour: 4

Opposed: 2

Abstentions: 3

This change will give departments the discretion to say that they cannot serve all students. Sometimes when students need specific courses to graduate, they cannot get into the course and must post-pone their graduation date. This change would give departments the ability to serve their existing students first.

It was noted that specific criteria are not listed as to who departments would decide who gets into their programs. S. Fisher stated that the Bachelor of Arts Program Committee will discuss and decide the criteria that should be used.

*Note: The change to the Bachelor of Arts degree declaration policy is currently on hold, as the working group is developing criteria for who gets into the programs.*

**4.2. Business Administration**

Change to program requirements: Bachelor of Business Administration Human Resources Management option and Organizational Studies concentration

**MOTION:**

To approve the addition of BUS 377 as an elective option in the Bachelor of Business Administration Human Resources Management option and Organizational Studies concentration as presented, effective January 2014.

R. Colwell/ S. Marsh

**4.3. Economics**

Change to program requirements: Economics major in Arts

Change to program requirements: Economics minor

**MOTION:**

To approve the changes to the Economics major in Arts as presented, effective January 2014.

S. Fisher/ R. Colwell

**MOTION:**

To approve the changes to the Economics minor with the addition of ECON 360 as an upper-level elective option as amended, effective January 2014.

R. Colwell/ S. Fisher

While the Economics major was being externally approved, the Business department changed BUS 301/ECON 301 to BUS 226/ECON 226. As this is changing an upper-level course to a lower-level course, the program requirements had to be changed to accommodate this.

**4.4. Geography**

Change to program requirements: Geography Honours in Arts

**MOTION:**

To approve the changes to the program requirements for the Geography Honours in Arts as presented, effective September 2014.

R. McLeod/ R. Colwell

**4.5. Physics**

Change to program requirements: Physics major, Honours, and minor in Science

New program: Engineering Physics diploma in Mechatronics

New course subject code: ENPH (Engineering Physics)

New course: ENGR 210, Circuit Analysis

New course: ENGR 330, Automatic Control Systems

New course: ENGR 340, Micro-Processors and Embedded Systems

New course: ENGR 350, Sensors and Actuators

**UEC Draft Minutes**  
**25 Oct 2013**

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New course: ENGR 390, Mechatronics  
New course: ENPH 310, Electronics I  
New course: ENPH 320, Electronics II  
Changes including course renumbering: ENPH 360 (formerly PHYS 392)

**MOTION:**

To approve the changes to the program requirements of the Physics major, Honours, and minor in Science as presented, effective May 2014.

R. McLeod/ S. Brigden

**MOTION:**

To approve ENPH as a course subject code.

R. McLeod/ M. Bos-Chan

**MOTION:**

To approve the ENGR and ENPH course outlines as presented.

R. McLeod/ R. Colwell

**MOTION:**

To recommend the approval of the new Engineering Physics diploma in Mechatronics as amended:

- Program Outline for Draft Calendar Copy
  - 6. Entrance requirements: Students must have at least a cumulative GPA of 2.0 on all completed UFV courses at the time of application to the diploma.
  - 7. When to apply: Applications are accepted for entrance to **the Fall and Winter** semesters.
  - 15. a) Continuance and probation: Remove the first paragraph.
  - 15. d) Residency: In addition to the standard UFV residency requirements, students must complete 7 of the named Physics or Engineering diploma courses at UFV, **with the exception of ENGR 100.**

S. Brigden/ R. McLeod

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Short Programs Subcommittee**

**MOTION:**

To accept the report of the Short Program Subcommittee's activities between September 2012 and April 2013, as presented.

M. Bos-Chan/ S. Brigden

**MOTION:**

To revise the membership and mandate of the Short Programs Subcommittee, as amended:

- 1 APPC member appointed by UEC **APPC**

S. Brigden/ R. Colwell

UEC Draft Minutes  
25 Oct 2013

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An email was sent to members of UEC, requesting a volunteer for the Short Programs Subcommittee.

**5.2. Submission Screening Subcommittee**

**MOTION:**

To support the creation of Terms of Reference and membership criteria for a proposed new screening subcommittee of UEC, to be discussed at the November meeting.

S. Brigden/ M. Bos-Chan

The Submission Screening Subcommittee would focus on issues like editorial changes and implementation details. This would allow UEC to have a greater focus on curriculum matters.

Terms of Reference and a possible membership list will be brought forward to the November UEC meeting. It was noted that the Terms of Reference need to authorize the Submission Screening Subcommittee to make changes.

**5.3. Undergraduate Course and Program Approval policy (21)**

**MOTION:**

To request a narrow revision of the Undergraduate Course and Program Approval policy (21) as amended:

- Revisions to the Official Undergraduate Course Outline and the Cross-listed Course Outline will be submitted to **under the authority of** UEC for approval.

S. Brigden/ M. Bos-Chan

As UEC is the main stakeholder of Policy 21, the request to revise this policy should come from UEC.

**5.4. UEC Co-Chair**

**MOTION:**

To support a recommendation to change the Terms of Reference to include co-chairs of UEC.

S. Brigden/ S. Marsh

The option of having two co-chairs of UEC will be investigated. A recommendation for the revised UEC Terms of Reference will be brought back to the November UEC meeting.

**5.5. Transfer Credit Subcommittee report**

**MOTION:**

To accept the Transfer Credit Subcommittee report.

S. Brigden/ S. Fisher

UEC Draft Minutes  
25 Oct 2013

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**5.6. Admissions Subcommittee report**

There is no report this month.

**5.7. Policy Subcommittee report**

The Policy Subcommittee will report at the November UEC meeting.

**5.8. Course Outline Subcommittee report**

The Course Outline Subcommittee will report at the November UEC meeting.

**6. INFORMATION ITEMS**

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

ANTH 267  
BUS 249 (formerly BUS 149)

**6.2. Revised UEC Membership for 2013/14**

**6.3. Updated UFV Education Plan**

**7. ADJOURNMENT**

The meeting was adjourned at 12:01pm.

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Susan Fisher, Associate Dean of Students (Arts); Ken Brealey, Associate Dean of Faculty (Arts); Sylvie Murray, Program Development Coordinator; Sarah Brammer, Program Development Coordinator Assistant

From: Alisa Webb, History Department Head

Date: October 3, 2013

Subject: **Proposal for a revision of HIST 105: British Columbia: Pre-Contact to the Present**

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

- A. Course revision: **HIST 105: British Columbia: Pre-Contact to the Present to become HIST 205: British Columbia: Pre-Contact to the Present (if "205" is available)**
  - 1. Rationale for change: **Desire to move Canadian provincial histories (narrative driven) to the 200-level; the department will be moving some of its courses around to reflect efforts to ensure a rational program.**
  - 2. Summary of substantive changes: **Course content and assignment structure will remain the same. Learning outcomes have been updated to be consistent with current UEC guidelines.**
  
- B. New Course – **not applicable; existing course**
  - 1. Rationale for new course
  - 2. How new course fits into program(s)
  - 3. If a new discipline designation is required, explain why.
  
- C. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? **HIST 105 addresses learning outcomes 1-6 and 8 through its assignments and course expectations.**
  - 2. Is this course required by any program beyond the discipline? **No**
  - 3. What consideration has been given to indigenizing the curriculum? **The course contains significant Indigenous content.**
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value – **3**
    - b. Class size limit – **36**
    - c. Frequency of offering – **Annually**
    - d. Resources required (labs, equipment) – **no change**
    - e. **Moving HIST 105 to the 200-level will have no foreseeable implications:**
      - a. **Course maximum remains at 36 students**
      - b. **Course continues to be offered annually**
      - c. **Course has always been a popular one with students.**

5. If this course is not eligible for PLAR, explain why. **It is eligible.**
6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **Field trips are not required.**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. **Approximately \$100 for texts and materials**

**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October 7, 2013 2:49 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 105, renumbering to 205

Hi everyone,

OK, so this proposal does not make sense to me. Why change the course number?

I checked the BC Transfer Guide and this course receives both 100- and 200-level credit depending on the receiving institution. My suggestion is to leave it as HIST 105.

If the department decides go ahead with this change, please add the "Note" under the Calendar Description – Students with credit for HIST 105 may not take HIST 205 for further credit.

Thanks,  
Rhonda

**From:** Alisa Webb  
**Sent:** Monday, October 07, 2013 3:18 PM  
**To:** Rhonda Colwell; Angela Reid  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 105, renumbering to 205

It makes sense in terms of program restructuring and rationalization. We are working to address the way that students perceive the program and our course progression.

100-level: large scale, large time periods  
200-level: narrower focus than 100-level, but still narrative driven  
300-level: introduction of thematic explorations  
400-level: focused, intense study on a smaller scale

Within this schema, it makes sense to have 101 and 102 at the 100-level and 105 moved to the 200-level. Similarly, the European courses will be moving around, with 109 and 110 moving to the 200-level and 208, 209, and 210 joining 108 at the 100-level. This is the same rationale that sees 322 moved to the 200-level.

While I recognize the paperwork that this generates, there have been a number of things within the History Program that do not make sense. We're working to address these, even though it seems to create paperwork for the sake of paperwork. Essentially, it's time to clean house and this is part of that.

Alisa

**From:** Rhonda Colwell  
**Sent:** October 17, 2013 12:05 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 105, renumbering to 205

Thanks for this explanation Alisa. I have no more concerns.

Rhonda





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

COURSE IMPLEMENTATION DATE: October 1982  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (four years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                              |                    |             |
|----------------------------------------------|--------------------|-------------|
| <u>HIST 205</u>                              | <u>History</u>     | <u>3</u>    |
| COURSE NAME/NUMBER                           | FACULTY/DEPARTMENT | UFV CREDITS |
| British Columbia: Pre-Contact to the Present |                    |             |
| COURSE DESCRIPTIVE TITLE                     |                    |             |

**CALENDAR DESCRIPTION:**

This course examines a selection of themes beginning prior to European contact in the late 18th century and concluding with recent social trends. These will include relations between newcomers and Aboriginal peoples, the staple export economy, fur trade, gold rush society, B.C.'s confederation with Canada, reform movements (social gospel, prohibition, and maternal feminism), the rise of organized labour, theory and practice of racism, and our political tradition.

Note: Students with credit for HIST 105 cannot take HIST 205 for further credit.

PREREQUISITES: None.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: 105
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: 105 for further credit.

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 33 Hrs  
 Seminar: 12 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                          |                                           |
|----------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Dr. Scott Sheffield/Bob Smith</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Alisa Webb</u>                   | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation                                 | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>      | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>           | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**HIST 105**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- identify the dominant themes in B.C.'s historical experience.
- identify the differences between primary and secondary historical sources and gain experience working with both.
- express the relationship between the past and the present in the study of history.
- apply analytical and communication skills – particularly in the written form- specific to historical methodology.

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

Teaching methods will include use of lectures, seminar discussions, and audio-visual materials, including maps, various types of still images, and film/video.

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

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Jean Barman, *The West Beyond the West: A History of British Columbia*. Revised Edition Toronto: University of Toronto Press, 1996.

Patricia Roy and John Herd Thompson, *British Columbia: Land of Promises*. Toronto: Oxford University Press, 2005.

Course pack of selected readings

**SUPPLIES / MATERIALS:**

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

|                                                 |     |
|-------------------------------------------------|-----|
| Seminar participation                           | 15% |
| Primary source analysis (3-4 pages)             | 20% |
| Historical website analytical essay (7-8 pages) | 35% |
| Final exam                                      | 30% |

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

- Week 1)** -Introduction to the course  
-Geography and migrations
- Week 2)** -Aboriginal B.C.  
-Europe in the age of exploration
- Week 3)** -Discussion of how to read a primary source  
-Contact, exploration, and maritime fur trade
- Week 4)** -Disease - contact zone as hot zone  
-Missionaries - contact zone as spiritual exchange
- Week 5)** -Land-based fur trade  
-Hudson's Bay Company to 1849
- Week 6)** -Vancouver Island and economic (under) development  
-The Douglas Treaties
- Week 7)** -Gold!  
-Confederation (or not)
- Week 8)** -Settlement and race - creating a white man's province  
-Social, moral, and labour reform in B.C. to the 1920s
- Week 9)** -Resources and railroads - economic development to the Great War
- Week 10)** -Politics – B.C.'s blood sport  
-Land and the First Nations in B.C., 1871-1927
- Week 11)** -The Depression years in B.C.  
-War, politics, and prosperity in B.C., 1939-72
- Week 12)** -Being "they," becoming "we"- diversity in post-1945 B.C.  
-B.C. as utopian escape
- Week 13)** -B.C.'s "Indian problem" since 1945  
-Identity – B.C.'s place in confederation  
-Exam preview

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Susan Fisher, Associate Dean of Students (Arts); Ken Brealey, Associate Dean of Faculty (Arts); Sylvie Murray, Program Development Coordinator; Sarah Brammer, Program Development Coordinator Assistant

From: Alisa Webb, History Department Head

Date: October 3, 2013

Subject: **Proposal for a revision of HIST 322: Quebec, 1867-1970: Industrial Development, Political Change**

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

- A. Course revision: **HIST 322: Quebec, 1867-1970: Industrial Development, Political Change to become HIST 221: The History of Quebec: Beginnings to Present Day (if "221" is available)**
  - 1. Rationale for change: **Desire to move Canadian provincial histories (narrative driven) to the 200-level; the department will be moving some of its courses around to reflect efforts to ensure a rational program.**
  - 2. Summary of substantive changes: **The content of the course will remain largely the same; the assignment structure will shift to reflect the move from an upper-level offering to a lower-level offering. The name will change.**
  
- B. New Course – **not applicable; existing course**
  - 1. Rationale for new course
  - 2. How new course fits into program(s)
  - 3. If a new discipline designation is required, explain why.
  
- C. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? **HIST 322 addresses learning outcomes 1-6 and 8 through its assignments and course expectations.**
  - 2. Is this course required by any program beyond the discipline? **No**
  - 3. What consideration has been given to indigenizing the curriculum? **The course contains Indigenous content.**
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value – **3**
    - b. Class size limit – **36**
    - c. Frequency of offering – **Annually**
    - d. Resources required (labs, equipment) – **no change**
    - e. **Moving HIST 322 to the lower level will have the following ramifications:**
      - a. **The course will now be worth 3 credits instead of 4 credits.**

- b. **The maximum class size will increase (from 30 to 36).**
  - c. **The course will be offered once a year instead of once every 2 years.**
  - d. **Therefore, the course will now enrol more students, potentially 36 students annually instead of the previous 30 students every 2 years.**
5. If this course is not eligible for PLAR, explain why. **It is eligible.**
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **Field trips are not required.**
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. **Approximately \$100 for texts and materials**

**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October 7, 2013 2:36 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 322, renumbering to 221

Hi everyone,

I have read this proposal and I have one question and one request, as follows:

Question:

Will the department follow-up with the program changes for the History major and extended minor that this course re-number brings?

Request:

Take the last line out of parenthesis, turn it into a note after the Calendar Description, and change the wording slightly to make it consistent with what is already being used – Note: Students with credit for HIST 322 or HIST 396F may not take HIST 221 for further credit.

Thanks,  
Rhonda

**From:** Alisa Webb  
**Sent:** Thursday, October 17, 2013 12:07 PM  
**To:** Rhonda Colwell; Angela Reid  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 322, renumbering to 221

Hi,

Yes, a program change is in the works. I'm working to keep track of all of these changes so I can do one large program change. In the meantime, please note, too, that a larger program change is in the works which will result in a much simpler History Major.

Best,  
Alisa

**From:** Rhonda Colwell  
**Sent:** October 7, 2013 2:36 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 322, renumbering to 221

Thanks Alisa – I will look forward to the History program changes ☺



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

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                                  |                    |             |
|--------------------------------------------------|--------------------|-------------|
| HIST 221                                         | History            | 3           |
| COURSE NAME/NUMBER                               | FACULTY/DEPARTMENT | UFV CREDITS |
| The History of Quebec: Beginnings to Present Day |                    |             |
| COURSE DESCRIPTIVE TITLE                         |                    |             |

**CALENDAR DESCRIPTION:**

This course will introduce participants to the evolution of Quebec from a European outpost in North America to an urban-industrial Canadian province. Over four centuries, Quebec's populations experienced changes and transitions that brought into question both traditional political structures as well as the ideas and cultural aspirations of provincial societies.

Note: Students with credit for HIST 322 or HIST 396F may not take HIST 221 for further credit.

PREREQUISITES: None.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: HIST 396F, HIST 322  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: HIST 396F, HIST 322 for further credit.

**TOTAL HOURS PER TERM:** 45 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 30 Hrs Hours per day: \_\_\_\_\_  
 Seminar: 15 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

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

Course designer(s): Dr. Molly Ungar  
 Department Head: Dr. Alisa Webb Date approved: October 3, 2013  
 Campus-Wide Consultation (CWC) Date of meeting: October 11, 2013  
 Curriculum Committee chair: Amanda McCormick Date approved: November 8, 2013  
 Dean/Associate VP: Dr. Jacqueline Nolte Date approved: November 8, 2013  
 Undergraduate Education Committee (UEC) approval Date of meeting: November 22, 2013

**HIST 221**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- identify the main themes in the History of Quebec from its pre-history to the present day;
- recognize and critically analyze a variety of historical sources;
- demonstrate skills in reading, research, writing, and oral presentation in a scholarly manner specific to historical methodology.

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

Teaching methods will include the use of lectures, discussions, and audio-visual materials.

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Peter Gossage, Jack Little, *An Illustrated History of Quebec, Tradition and Modernity*, Oxford University Press, 2012

John A. Dickinson, Brian Young, *A Short History of Quebec*, 4th Edition, McGill Queens University Press. 2008

PowerPoint Visual Component

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                             |     |
|-----------------------------|-----|
| 3 Commentaries              | 15% |
| Panel Discussion            | 5%  |
| Mid-term test               | 20% |
| Research essay              | 25% |
| In-Class Group Presentation | 10% |
| Final Exam                  | 25% |

**COURSE CONTENT:**

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

|         |                                     |
|---------|-------------------------------------|
| Week 1  | Introduction                        |
| Week 2  | When the World Began                |
| Week 3  | A Clash of Civilizations            |
| Week 4  | Quebec in the British Empire        |
| Week 5  | Fortress Quebec                     |
| Week 6  | War, Modernity, Depression          |
| Week 7  | The Duplessis Era                   |
| Week 8  | The Quiet Revolution of the 1960's  |
| Week 9  | 1970: The October Crisis            |
| Week 10 | From Referendum I to Referendum II  |
| Week 11 | Post-Revolutionary Quebec           |
| Week 12 | 21 <sup>st</sup> Century Quebec     |
| Week 13 | Multiple Visions of Quebec's Future |

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Susan Fisher, Associate Dean of Students (Arts); Ken Brealey, Associate Dean of Faculty (Arts); Sylvie Murray, Program Development Coordinator; Sarah Brammer, Program Development Coordinator Assistant

From: Alisa Webb, History Department Head

Date: October 3, 2013

Subject: Proposal for a revision of HIST 324: Canadian Culture Since 1945

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

- A. Course revision: **HIST 324: Canadian Culture Since 1945 to become HIST 324: Twentieth Century Canadian Culture**
  - 1. Rationale for change: **Desire to merge the content of 2 courses: HIST 324 and HIST 424**
  - 2. Summary of substantive changes: **Previously, HIST 324 covered post-1945 and HIST 424 covered 1900-1945. The content is being merged into one course with the removal of HIST 424 from the calendar (past change already processed).**
  
- B. New Course – **not applicable; existing course**
  - 1. Rationale for new course
  - 2. How new course fits into program(s)
  - 3. If a new discipline designation is required, explain why.
  
- C. Budget and Learning outcome Issues
  - 1. How does your course address the UFV Learning Outcomes? **HIST 324 addresses learning outcomes 1-6 and 8.**
  - 2. Is this course required by any program beyond the discipline? **No**
  - 3. What consideration has been given to indigenizing the curriculum? **The course contains Indigenous content.**
  - 4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
    - a. Credit value – **no change**
    - b. Class size limit – **no change**
    - c. Frequency of offering – **no change**
    - d. Resources required (labs, equipment) – **no change**
  - 5. If this course is not eligible for PLAR, explain why. **It is eligible.**
  - 6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **Field trips are not required.**
  - 7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. **No change from previous.**



**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October-07-13 2:40 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 324, revision merging 324 and 424

Hi everyone,

I have read this proposal and I have one request – to add the “Note” after the Calendar Description: Students with credit for HIST 220 or HIST 424 may not take HIST 324 for further credit.

Thanks,  
Rhonda

**Action:** Note added.



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

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                                        |                    |             |
|--------------------------------------------------------|--------------------|-------------|
| <u>HIST 324</u>                                        | <u>History</u>     | <u>4</u>    |
| COURSE NAME/NUMBER                                     | FACULTY/DEPARTMENT | UFV CREDITS |
| <u>Canadian Culture in the 20<sup>th</sup> Century</u> |                    |             |
| COURSE DESCRIPTIVE TITLE                               |                    |             |

**CALENDAR DESCRIPTION:**

This course will follow four generations of Canadians from the turn of the Twentieth Century to the present day. Canadians lived through rapid cultural transitions in their society, including the development of modernist thought, the cultural effects of two global wars, and the changes brought by the advent of the Baby Boom generation. Canadian cultural life has been shaped by the culture of the Cold War, the culture of confrontation and radicalism in the Sixties, the super-sized culture of the 1970's and the neo-conservative culture of the late 20th century. Baby Boomers' concerns continue to affect Canadian society in the current culture of ageism, nostalgia, self-help, and spirituality.

Note: Students with credit for HIST 220 or HIST 424 cannot take HIST 324 for further credit.

PREREQUISITES: Nine credits of lower-level history  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: HIST 220; HIST 424
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: HIST 220; HIST 424 for further credit.

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

**TOTAL HOURS PER TERM:** 60  
**STRUCTURE OF HOURS:**  
 Lectures: 35 Hrs  
 Seminar: 25 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: 30  
 Expected frequency of course offerings: Every second year  
 (every semester, annually, every other year, etc.)

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Dr. Molly Ungar</u>          | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Alisa Webb</u>              | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>      | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**HIST 324**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. articulate an in-depth understanding of the distinguishing cultural features of 20<sup>th</sup> Century Canadian society.
2. apply skills in working with a variety of primary sources.
3. apply critical skills in the analysis of cultural products.
4. demonstrate reading, comprehension, research, scholarly writing, critical, and presentation skills specific to historical methodology.

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

Lectures  
 Audio-visual presentations  
 Facilitated discussions  
 Student presentations

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Jonathan Vance, *A History of Canadian Culture*, Oxford University Press, 2009  
 A reserve collection of primary sources  
 PowerPoint Visual Components

**SUPPLIES / MATERIALS:**

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

|                         |     |
|-------------------------|-----|
| 3 Commentaries          | 15% |
| 1 In-class presentation | 15% |
| Panel Discussion        | 15% |
| 1 Mid-term test         | 15% |
| 1 Research essay        | 20% |
| 1 Final Exam            | 20% |

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

Week 1 -- Introduction: The History of Culture and Cultural History  
 Week 2 -- Leaving the 19<sup>th</sup> Century Behind  
 Week 3 -- Culture in Canada at the Turn of the Twentieth Century  
 Week 4 -- Modernity and the Great War  
 Week 5 -- The Downside of Modernism  
 Week 6 -- A World in Motion  
 Week 7 -- Cold War Culture  
 Week 8 -- The Sixties: Building a Canadian Culture  
 Week 9 -- The Sixties: Sex, Drugs, and Rock 'n Roll  
 Week 10 -- The super-sized '70s; the neo-conservative '80s  
 Week 11 -- The Age of Self-Help  
 Week 12 -- Citizens of the Global Village  
 Week 13 -- Leaving the 20<sup>th</sup> Century Behind

# MEMO



To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Susan Fisher, Associate Dean of Students (Arts); Ken Brealey, Associate Dean of Faculty (Arts); Sylvie Murray, Program Development Coordinator; Sarah Brammer, Program Development Coordinator Assistant

From: Alisa Webb, History Department Head

Date: September 10, 2013

Re: History Course Deletions

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As part of our program review process, the History Department is committed to a full curriculum review. As part of this review, there are courses in our program that need to be deleted from the course calendar. The following course should be deleted from the calendar:

HIST 381: Social History of Late Imperial China

HIST 381 has not been offered in over 5 years. The course was predominantly taught by a sessional instructor who is no longer with the department. Our existing Chinese History specialist, Daniel Kwan, teaches the later time period – HIST 382: Social History of Twentieth-Century China – and has no plans to offer HIST 381. With no plans to offer the course, then, it should be removed from the calendar to ensure students are not misled regarding our offerings.

**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October-07-13 2:56 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 381, for deletion  
Hi everyone,

I have read this proposal and I have a question for Samantha/Ashley: with this request to remove HIST 381 from the Calendar, will this course number also be removed from the History major upper-level Asian breadth category?

Thanks,  
Rhonda

**From:** Ashley Hoogendoorn  
**Sent:** October 8, 2013 3:51 PM  
**To:** Rhonda Colwell; Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge  
**Subject:** RE: [CWC] HIST 381, for deletion  
Hi Rhonda,

Thanks for pointing this out. To remove HIST 381 from the History major calendar page, it would have to go through the approval process as a minor program change first.

The paperwork that was submitted to CWC is for the discontinuation of HIST 381. This means that the course would be terminated in banner and removed from the course description section of the calendar. Program changes need to be submitted through the approval process as well.

Thanks,  
Ashley

**From:** Alisa Webb  
**Sent:** October-09-13 1:20 PM  
**To:** Ashley Hoogendoorn; Rhonda Colwell; Angela Reid  
**Cc:** Samantha Pattridge  
**Subject:** RE: [CWC] HIST 381, for deletion  
Hi Rhonda,

At this point, the goal is to remove the course from the calendar because it is no longer offered. Students who have taken it in the past would still be able to apply it to their History degrees. It was, however, taught by a sessional instructor and has not been taught in more than 6 years, so the number of students who have not graduated but have taken the course is probably quite small.

We've done this with a series of other courses to date. At this time, even a course that has been "deactivated" can be used towards meeting the program requirements.

Best,  
Alisa

**From:** Rhonda Colwell  
**Date:** Fri, 18 Oct 2013 10:06:38 -0700  
**To:** Alisa Webb; Ashley Hoogendoorn; Angela Reid  
**Cc:** Samantha Pattridge  
**Subject:** RE: [CWC] HIST 381, for deletion

Thanks for this explanation Alisa.

At some point, do you expect that the deactivated History course numbers will be removed from their breadth categories? I expect that this will be some time when all students who could possibly have this course have graduated.

I am torn between wanting to inform students who are still around that they can use this course to satisfy this requirement and not wanting to advertise to current students that this is a possible course option when it is not.

Rhonda

**From:** Alisa Webb  
**Sent:** October-18-13 2:29 PM  
**To:** Rhonda Colwell; Ashley Hoogendoorn; Angela Reid  
**Cc:** Samantha Pattridge  
**Subject:** Re: [CWC] HIST 381, for deletion

Hi Rhonda,

Essentially, yes. The revised program we are drafting would remove many of the upper-level breadth requirements and shift existing ones. In the process of doing this, we'd sort through all the course deletions.

Best,  
Alisa

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Susan Fisher, Associate Dean of Students (Arts); Ken Brealey, Associate Dean of Faculty (Arts); Sylvie Murray, Program Development Coordinator; Sarah Brammer, Program Development Coordinator Assistant

From: Alisa Webb, History Department Head

Date: October 3, 2013

Subject: Proposal for a revision of HIST 419: Dictators and Diplomats: European Diplomacy Between the World Wars

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

A. Course revision: **HIST 419: Dictators and Diplomats: European Diplomacy Between the World Wars to become HIST 419: Tyranny, Demise, and Legacies: European Dictatorships of the 20<sup>th</sup> Century**

1. Rationale for change: **Desire to alter the content of the course to ensure that more than one person may teach the course**
2. Summary of substantive changes:
  - a. **New title**
  - b. **Greater focus on the dictatorships as case studies, rather than trying to blend exploration of the dictatorships with an extensive look at foreign policy (which is covered by another course)**

B. New Course – **not applicable; existing course**

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

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes? **HIST 419 addresses learning outcomes 1-6 and 8.**
2. Is this course required by any program beyond the discipline? **No**
3. What consideration has been given to indigenizing the curriculum? **N/A to course**
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value – **no change**
  - b. Class size limit – **no change**
  - c. Frequency of offering – **no change**
  - d. Resources required (labs, equipment) – **no change**
5. If this course is not eligible for PLAR, explain why. **It is eligible.**

6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded? **Field trips are not required.**
7. Please provide an estimate of the typical costs for this course, including textbooks and other materials. **No change from previous.**



**CWC Feedback**

**From:** Rhonda Colwell  
**Sent:** October 7, 2013 2:52 PM  
**To:** Angela Reid; Alisa Webb  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] HIST 419, change to title and focus

Hi everyone,

I hate to sound like a broken record ... but ... the Note needs to go back under the Calendar Description – Students with credit for HIST 317 may not take HIST 419 for further credit.

Thanks,  
Rhonda

**Action:** Note added.



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

COURSE IMPLEMENTATION DATE: January 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                                                                       |                    |             |
|---------------------------------------------------------------------------------------|--------------------|-------------|
| HIST 419                                                                              | History            | 4           |
| COURSE NAME/NUMBER                                                                    | FACULTY/DEPARTMENT | UFV CREDITS |
| Tyranny, Demise, and Legacies: European Dictatorships of the 20 <sup>th</sup> Century |                    |             |
| COURSE DESCRIPTIVE TITLE                                                              |                    |             |

**CALENDAR DESCRIPTION:**

Considering a number of dictatorships in 20<sup>th</sup>-century Europe, including the regimes of Benito Mussolini, Joseph Stalin, and Adolf Hitler, this course investigates the historical context for the creation and sustenance of these repressive regimes. Ideology, propaganda, consensus, pragmatism, coercion, and force all worked together to snuff out liberal democracy and to advance idealism, defined differently in each respective context. The inherent violence in these utopian visions resulted in systems of terror, which led to conflict and war, and massive loss of life. These disasters played a central role in the demise and collapse of the respective dictatorships, and eventually led to the first steps towards democratization.

Note: Students with credit for HIST 317 cannot take HIST 419 for further credit.

PREREQUISITES: HIST 210, six additional credits of lower-level history, and one 300-level history course.  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**  
 (a) Replaces: HIST 317  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: HIST 317 for further credit.

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

**TOTAL HOURS PER TERM:** 60  
**STRUCTURE OF HOURS:**  
 Lectures: 15 Hrs  
 Seminar: 45 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

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

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

|                                                                           |                                           |
|---------------------------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Dr. Christopher Leach and Dr. Steven Schroeder</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Alisa Webb</u>                                    | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                                            | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>                       | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>                            | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval                          |                                           |

**HIST 419**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify the form and function of political history and ideology as part of the broader study of the past and present.
- Relate social, political, economic, and technological change to the development of totalitarian regimes in Europe.
- Evaluate the impact of ideology, the police state, and war and their impacts on the individual, domestic politics, and international relations.
- Identify the relationship between ideology and individual decisions and foreign policy as it relates to the period in question.
- Apply analytical and communication skills - particularly in the written form - specific to historical methodology.

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

Teaching methods will include some use of lectures, but will emphasize seminar discussions usually led by assigned students. Audio-visual materials, including maps, various types of still images, and video documentaries will be used.

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

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

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

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

**Survey Texts:**

Kitchen, Martin. *Europe Between The Wars*. (2nd Edition) Harlow: Pearson Longman, 2006.

Fitzpatrick & Geyer (eds.), *Beyond Totalitarianism: Stalinism and Nazism Compared*, 2009

Additional articles from academic journals will supplement weekly readings.

**SUPPLIES / MATERIALS:**

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

|                           |                  |
|---------------------------|------------------|
| Presentation of research  | 15%              |
| Reading analyses          | 20%              |
| Primary source analyses   | 20%              |
| Prospectus and term paper | 35% (5% and 30%) |
| Participation             | 10%              |

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

Week 1 Introduction

Week 2 Defining Dictatorship: Political and diplomatic history in the European context

Week 3 Education, Religion, and Propaganda

Week 4 Inclusion and Exclusion

Week 5 The Paris Peace Conference: Democracies, peace, and security and the revisionist challenge

Week 6 Italy: Great War victor? The rise of Mussolini and fascism

Week 7 Weimer Germany and the failure of democracy

Week 8 Hitler's Germany

Week 9 Russian Revolution and the Bolshevik state

Week 10 Joseph Stalin: Rise and consolidation

Week 11 Eastern Europe under Dictatorship: Czechoslovakia and the German Democratic Republic

Week 12 The Collapse of European Dictatorships

Week 13 Democratization, Legacies of Dictatorship, and Lingering Despotism

**To:** Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Sylvie Murray, Program Development Coordinator

**From:** Stephen Piper, Department Head, SCMS

**Date:** October 22, 2013

**Subject:** 6-year Course Review: ANTH 111: First Nations of British Columbia - Traditional Cultures

This course came to CACC on October 14th, 2011 with the following suggested revisions, which have been made.

Six Year Course Reviews: ANTH 111 & ANTH 240

- ANTH 111 the term Pacific Northwest has been removed from the entire outline but still appears in the calendar description
- PLAR to be selected under "Methods for obtaining PLAR" and the "Other" method of obtaining PLAR to be removed.
- Some issues were raised regarding the title of ANTH 111
- An issue was raised that if ANTH 240 is presented as a field course then it needs to contain a field component whenever it is offered.
- The term "techniques" needs to be removed from ANTH 240 calendar description if no practical experience is provided during the course.

ACTION: Committee to e-mail Stephen their feedback on ANTH 111/240

Subject: 6-year Course Review: ANTH 111: First Nations of British Columbia - Traditional Cultures

To CACC,

This is a 6-year course review for approval: ANTH 111: First Nations of British Columbia – Traditional Cultures. This course was approved on September 23, 2011 by the SCMS Department (of which Anthropology is a part) and went through the pre-UEC consultation process the week of October 7, 2011.

Updates were made to the Calendar Description; Learning Outcomes; and Textbooks, References, Materials sections.

Attached is the Official Course Outline.

Thank you for your time.

Janice



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

COURSE IMPLEMENTATION DATE: September 1992  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UEC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                                                 |                                           |             |
|-----------------------------------------------------------------|-------------------------------------------|-------------|
| <u>ANTH 111</u>                                                 | <u>Social, Cultural and Media Studies</u> | <u>3</u>    |
| COURSE NAME/NUMBER                                              | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>First Nations of British Columbia – Traditional Cultures</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE                                        |                                           |             |

**CALENDAR DESCRIPTION:**

An introduction to the anthropological literature on the indigenous cultures of the coast and interior of British Columbia. Topics include the archaeological record, languages, resource use, social structure, ceremonies, culture changes following the arrival of Europeans and the expansion of the Canadian state, and the relationship between colonialism and de-colonization.

PREREQUISITES:  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**  
 Lectures: 35-45 Hrs  
 Seminar: 0-10 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                            |                                           |
|------------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Douglas Hudson, Christine Elsey</u> |                                           |
| Department Head: <u>Stephen Piper</u>                      | Date approved: <u>September 23, 2010</u>  |
| Campus-Wide Consultation (CWC)                             | Date of meeting: <u>n/a</u>               |
| Curriculum Committee chair: <u>Amanda McCormick</u>        | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                 | Date approved: <u>November 8, 2013</u>    |
| Undergraduate Education Committee (UEC) approval           | Date of meeting: <u>November 22, 2013</u> |

**ANTH 111  
COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Demonstrate knowledge of selected anthropological articles, ideas, and interpretations of First Nations cultures in British Columbia
- Develop a working vocabulary of anthropological ideas used in the interpretation of First Nations cultures
- Demonstrate a critical awareness of the basic premises and ideas of anthropological articles on First Nations cultures through writing, discussions, and presentations
- Carry out independent research on a selected topic relating to First Nations of British Columbia
- Explain and compare similarities and differences in First Nations cultures in British Columbia, especially in terms of ceremonies, adaptive strategies, varieties of social and political organization, and the impacts of colonialism
- Engage in a dialogue between the anthropological literature and lived experiences

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

The course is based on lectures, discussions of assigned readings, films, and a field trip (if possible).

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify): Course may be challenged. Alternative methods may be considered on a case-by-case basis.

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

- (1) Brody, H., Maps and Dreams. Waveland Press. Douglas & McIntyre (1992)
- (2) Anth 111 Coursepack

**SUPPLIES / MATERIALS:**

No unusual supplies are needed for this course.

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

- |                                                         |     |
|---------------------------------------------------------|-----|
| 1. Tests: 2 tests (mid-term and final) for a total of : | 60% |
| 2. Review (2-3 pages) of book, Maps and Dreams:         | 10% |
| 3. Essay (5-7 pages) on a selected topic:               | 20% |
| 4. Class participation:                                 | 10% |

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

- Session 1: Introduction to groups and cultures discussed in the course.
- Session 2: Indigenous languages and cultures of the Pacific Northwest
- Session 3: Indigenous languages and cultures of the Pacific Northwest (continued)
- Session 4: The Early Cultural Record in British Columbia
- Session 5: General Cultural Patterns and Resource Use
- Session 6: General Cultural Patterns and Resource Use (continued)
- Mid Term Session 7
- Session 7: Social Organization
- Session 8: Social Organization (continued)
- Session 9: Social Organization (continued)
- Session 10: Ceremonies
- Session 11: Ceremonies (continued)
- Session 12: World View and Art
- Session 13: Culture Change, Tradition and Contemporary Issues
- Session 14: Exam

Subject: 6-year Course Review: ANTH 240: Introduction to Archaeology

To CACC,

This is a 6-year course review for approval: ANTH 240: Introduction to Archaeology. This course was approved on April 8, 2011 by the SCMS Department (for which Anthropology is a part of) and went through the pre-UPAC (now pre-UEC) consultation process the week of April 29, 2011.

Updates were made to the Calendar Description; Textbooks, References, Materials; Supplies; Student Evaluation; and Course Content.

Attached is the Official Course Outline.

Thank you for your time.

Janice

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This course came to CACC on October 14<sup>th</sup>, 2011 with the following suggested revisions, which have been made.

Six Year Course Reviews: ANTH 111 & ANTH 240

- ANTH 111 the term Pacific Northwest has been removed from the entire outline but still appears in the calendar description
- PLAR to be selected under “Methods for obtaining PLAR” and the “Other” method of obtaining PLAR to be removed.
- Some issues were raised regarding the title of ANTH 111
- An issue was raised that if ANTH 240 is presented as a field course then it needs to contain a field component whenever it is offered.
- The term “techniques” needs to be removed from ANTH 240 calendar description if no practical experience is provided during the course.

ACTION: Committee to e-mail Stephen their feedback on ANTH 111/240



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

COURSE IMPLEMENTATION DATE: September 1998  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                             |                                           |             |
|-----------------------------|-------------------------------------------|-------------|
| <u>ANTH 240</u>             | <u>Social, Cultural and Media Studies</u> | <u>3</u>    |
| COURSE NAME/NUMBER          | FACULTY/DEPARTMENT                        | UFV CREDITS |
| Introduction to Archaeology |                                           |             |
| COURSE DESCRIPTIVE TITLE    |                                           |             |

**CALENDAR DESCRIPTION:**

This course is an introduction to basic archaeological theories, concepts, and methods, with examples drawn from the archaeological record of early societies throughout the world. Special emphasis will be placed on understanding the archaeological and heritage record of Canada and British Columbia.

PREREQUISITES: None. ANTH 101 recommended.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**  
 Lectures: 25 Hrs  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Douglas Hudson</u>           | Date approved: <u>April 2011</u>          |
| Department Head: <u>Stephen Piper</u>               | Date of meeting: <u>April 29, 2011</u>    |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |



**ANTH 240**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Demonstrate knowledge of selected ideas and issues in archaeology, and theories and interpretations of various issues in archaeology.
- Develop a working vocabulary of concepts used in anthropological and archaeological interpretations of archaeological materials and sites.
- Demonstrate critical awareness of the basic premises and ideas of archaeology through videos, reading, writing, discussions, and presentations.
- Carry out independent research on a selected topic that focuses on archaeological concepts and ideas.
- Present ideas of archaeology in a variety of situations and formats, including discussions and written assignments.

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

This course is based on lectures, discussions of assigned readings, audio-visual material, and in-class analysis of archaeological material.

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

- Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify): Participation and involvement in an archaeology project; submission of a portfolio indicating activities; comprehensive essay demonstrating knowledge of key concepts and ideas as outlined in an introductory archaeology course.

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Thomas, David Hurst, Robert L. Kelly, Peter Dawson, 2009, Archaeology. 1<sup>st</sup> Canadian edition. Nelson Education. ISBN-10: 0176103066 ISBN-13: 9780176103064  
 Plus additional selected readings.

**SUPPLIES / MATERIALS:**

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

|                    |     |
|--------------------|-----|
| Essay              | 25% |
| Mid-term           | 25% |
| Presentation       | 10% |
| Final exam         | 30% |
| In-class exercises | 10% |

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

- Session 1: Introduction and Overview of Archaeology
- Session 2: Brief History of Archaeology and Explanations in Archaeology
- Session 3: (What is Archaeology? A brief history cont'd)
- Session 4: Doing Archaeology: Fieldwork.
- Session 5: Classification and Material Analysis
- Session 6: Dating Methods
- Session 7: Midterm exam and start interpreting resource use: Ethnoarchaeology, Archaeozoology, and Archaeobotany
- Session 8: Interpreting resource use: Ethnoarchaeology, Archaeozoology, and Archaeobotany (continued)
- Session 9: The Body in Archaeology
- Session10: Reconstructing Culture, Society, and Symbolism
- Session 11: Reconstructing Culture, Society and, Symbolism –Continued
- Session 12: Cultural Resource Management, Ethics, and, Competing World Views
- Session 13: Case Studies of Archaeology in British Columbia
- Session 14: Final Exam

**Memo**

To: Ashley Hoogendoorn, Undergraduate Education Committee Assistant; Jacqueline Nolte, Dean of Arts; Cheryl Dahl, Program Development Coordinator

From: Stephen Piper, Department Head, SCMS

Date September 1, 2013

Subject: Minor revision of an existing course SOC/ANTH/MACS 355, Quantitative Research Methods

**A. Course revision:**

**1. Rationale for change:**

The department has accepted PSYC 110 as a substitution for STAT 104 or STAT 106 in the past years. We would like to formalize this substitution.

**2. Summary of substantive changes:**

PSYC 110, Statistical Analysis in Psychology also been added as an option to fulfill the Statistics prerequisite requirement for SOC 355/ANTH 355/MACS 355

**C. Budget and Learning outcome Issues**

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

The learning outcomes of this course have not been changed. Upon further revision, the department will address this.

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

This is an elective for GDS. This change will expand opportunity for students to take SOC 355/ANTH 355/MACS 355.

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

This course has only been revised to make changes to the course prerequisites.

**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:**

*No items in on the OCO have changed*

- a. *Credit value:* Not Applicable
- b. *Class size limit:* Not Applicable
- c. *Frequency of offering:* Not Applicable
- d. *Resources required (labs, equipment):* Not Applicable

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

This course is eligible for PLAR

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

Filed trips are not required.

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

This course will cost the student approximately the same as other sociology courses, which is about \$150, maximum, for textbooks and other materials.

CWC Comments

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**From: Rhonda Colwell**

Hi everyone,

I have read this proposal and I have no concerns. I know that our office has suggested this change so I am not surprised to see it here. This pairs nicely with the addition of PSYC 110 to the stats requirement for the SCMS programs. Plus, this will greatly reduce the work surrounding prereq waivers for this course.

Thanks,

Rhonda

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

COURSE IMPLEMENTATION DATE: September 1999  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                      |                                           |             |
|--------------------------------------|-------------------------------------------|-------------|
| <u>SOC 355</u>                       | <u>Social, Cultural and Media Studies</u> | <u>4</u>    |
| COURSE NAME/NUMBER                   | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>Quantitative Research Methods</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE             |                                           |             |

**CALENDAR DESCRIPTION:**

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.

Note: This course is offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit.

PREREQUISITES: (One of STAT 104, STAT 106, or PSYC 110) and (ANTH 255/MACS 255/SOC 255).  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SCMS 355
- (b) Cross-listed with: ANTH 355/MACS 355
- (c) Cannot take: ANTH 355/ MACS 355 for further credit.

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**  
 Lectures: 30 Hrs  
 Seminar: 15 Hrs  
 Laboratory: 15 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                   |                                           |
|---------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Katherine Watson</u>       | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Stephen Piper</u>             | Date of meeting: <u>October 18, 2013</u>  |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                           |

**SOC 355**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- demonstrate an understanding of how to pose a research question, know how to frame this question in terms of current research and theorizing, know how to use data sets as a means of assessing this material, and be able to apply quantitative techniques to this data.
- demonstrate an understanding of basic descriptive and inferential statistical techniques and learn how to apply these tools in analytical ways.
- manage a data set—understanding what a data set is, how a data set is organized, where the data comes from, and how to find and use supporting documentation (codebooks, source questionnaires).
- organize and analyze social science data through use of computer software such as SPSS.
- effectively read and critique social science literature that employs quantitative data.

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

Lecture, seminar discussions, computer exercises.

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

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify): Methods will be considered on a case-by-case basis.
- PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

One or more of:

Wagner, W.E., (2007) Using SPSS for Social Statistics and Research Methods. Thousand Oaks California: Pine Forge Press.  
 Nardi, P.M. (2006), Doing Survey Research: A Guide to Quantitative Methods. Boston: Pearson Education

**SUPPLIES / MATERIALS:**

Students will need a basic hand-held scientific calculator.

**STUDENT EVALUATION:**

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

|                                |     |
|--------------------------------|-----|
| 4 equally weighted assignments | 40% |
| Midterm exam                   | 30% |
| Final project                  | 30% |

**COURSE CONTENT:**

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

Deductive Research: Ideas, Questions and Ethics  
 Research Design: Measurement.  
 Causal Modeling  
 Questionnaire Design  
 Sampling  
 Univariate Analysis  
 Bivariate Analysis  
 Multivariate Analysis



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 1999  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                    |                                           |             |
|--------------------|-------------------------------------------|-------------|
| <u>ANTH 355</u>    | <u>Social, Cultural and Media Studies</u> | <u>4</u>    |
| COURSE NAME/NUMBER | FACULTY/DEPARTMENT                        | UFV CREDITS |
|                    | <u>Quantitative Research Methods</u>      |             |
|                    | COURSE DESCRIPTIVE TITLE                  |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **SOC 355** for the official course outline.

**CALENDAR DESCRIPTION:**

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.

Note: This course is offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit.

PREREQUISITES: (One of STAT 104, STAT 106, or PSYC 110) and (ANTH 255/MACS 255/SOC 255).  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SCMS 355
- (b) Cross-listed with: SOC 355/MACS 355
- (c) Cannot take: SOC 355/MACS 255 for further credit.

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

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Katherine Watson</u>      | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Stephen Piper</u>            | Date of meeting: <u>October 18, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Tetsuomi Anzi</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>       | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 1999  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UEC approval)* *(month, year)*

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                      |                                           |             |
|--------------------------------------|-------------------------------------------|-------------|
| <u>MACS 355</u>                      | <u>Social, Cultural and Media Studies</u> | <u>4</u>    |
| COURSE NAME/NUMBER                   | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>Quantitative Research Methods</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE             |                                           |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **SOC 355** for the official course outline.

**CALENDAR DESCRIPTION:**

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.

Note: This course is offered as SOC 355, ANTH 355, and MACS 355. Students may take only one of these for credit.

PREREQUISITES: (One of STAT 104, STAT 106, or PSYC 110) and (ANTH 255/MACS 255/SOC 255).  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: SCMS 355
- (b) Cross-listed with: SOC 355/ANTH 355
- (c) Cannot take: SOC 355/ANTH 255 for further credit.

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

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

|                                                   |                                           |
|---------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Katherine Watson</u>       | Date approved: <u>September 20, 2013</u>  |
| Department Head: <u>Stephen Piper</u>             | Date of meeting: <u>October 18, 2013</u>  |
| Campus-Wide Consultation (CWC)                    | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>        | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval  |                                           |

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 2 October, 2013

Subject: THEA 111: Minor Revisions

Course revision: THEA 111 Introduction to Acting

1. Rationale for change: The department is working on revisions to the core acting courses in the program as part of the development of the Theatre Major proposal. THEA 111 has been revised as an "Introduction to Acting" course primarily to accommodate students who have little or no previous background or training in acting, and to make the course more accessible and relevant to a wider range of students from other disciplines (e.g. communications, media studies, business, criminology, etc.).
2. Summary of substantive changes: The primary changes are clearly shown on the accompanying official course outline:
  - Course title changed to "Introduction to Acting"
  - Calendar description revised
  - Total hours and structure of hours revised to reflect current practice
  - Maximum enrolment adjusted upward to 24 students
  - Learning outcomes revised and clarified
  - Textbooks revised and updated
  - Student Evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.
  - c. What consideration has been given to indigenizing the curriculum?



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

- d. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
- i. Credit value: n/a
  - ii. Class size limit: The class size has been increased to 24 from 18. This change should free up a section since the department currently runs 4 sections of THEA 111 annually.
  - iii. Frequency of offering: n/a
  - iv. Resources required (labs, equipment): n/a
- e. If this course is not eligible for PLAR, explain why. n/a
- f. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?

Field trips are not required, but students are often asked to attend professional theatre productions and write a review as one of the course assignments.

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

Textbooks and materials for this course generally cost around \$100-150.

**From:** [Rhonda Colwell](#)  
**To:** [Bruce Kirkley](#)  
**Cc:** [Samantha Pattridge](#); [Ashley Hoogendoorn](#)  
**Subject:** RE: [CWC] THEA 111 major course revision  
**Date:** Monday, October 07, 2013 2:23:19 PM

---

I have read this proposal and I have no concerns.

Thanks,  
Rhonda

---

**From:** cwconsult-bounces@ufv.ca [mailto:cwconsult-bounces@ufv.ca] **On Behalf Of** Bruce Kirkley  
**Sent:** Wednesday, October 02, 2013 3:44 PM  
**To:** cwconsult  
**Subject:** [CWC] THEA 111 major course revision

Attached please find the official course outline for THEA 111 showing revisions and accompanying memo with rationale. Please let me know if there are any questions.

Thanks,

Dr. Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley

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Tickets at 604.795.2814 or [theatre@ufv.ca](mailto:theatre@ufv.ca)





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

COURSE IMPLEMENTATION DATE: November 1980  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| THEA 111                 | Theatre            | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to Acting   |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the basic techniques actors use to perform effectively in public, gain physical and vocal self-awareness, and collaborate as part of a creative team. This course may involve fieldtrips to see plays in the Lower Mainland.

PREREQUISITES: None.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**TOTAL HOURS PER TERM:** 45 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 15 Hrs Hours per day: \_\_\_\_\_  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Studio 30 Hrs

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Bruce Kirkley</u>            | Date approved: <u>October 2013</u>        |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 111**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain how knowledge of acting techniques and skills contributes to knowledge and skills in other disciplines (e.g. communications, media studies, business, criminology);
- Manage listening and observation skills effectively and confidently while engaged in acting exercises and performances;
- Demonstrate self-aware physical and vocal presentation skills;
- Recognize how different value systems, life experiences and/or life circumstances affect interactions between individuals in dramatic situations;
- Use role-play and dramatic enactment to explore life experiences and knowledge;
- Respond to critique from self, peers, and instructor constructively
- Participate effectively as part of a collaborative creative team

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

Individual and group exercises, improvisation, demonstration, physical score and monologue preparation, class presentations, critique and discussion, journaling, field observation and study, attendance and analysis of theatre performances.

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

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Bogart, Ann. *And Then, You Act: Making Art in an Unpredictable World*. Routledge: 2007.  
Cohen, Robert. *Acting One*. 5<sup>th</sup> Edition. McGraw-Hill: 2007.  
Kassel, Paul. *Acting: An Introduction to the Art and Craft of Playing*. Pearson: 2007.

**SUPPLIES / MATERIALS:**

Exercise mat, water bottle, and loose-fitting clothing required for classes.

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

|                               |     |
|-------------------------------|-----|
| Score of Physical Actions (2) | 20% |
| Solo/Duo Project              | 20% |
| Character Study               | 20% |
| Reading Responses             | 20% |
| Theatre Attendance & Review   | 10% |
| Class Participation           | 10% |

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

|               |                                                                      |
|---------------|----------------------------------------------------------------------|
| Week One      | Introduction; Trust, Teamwork, and Creativity                        |
| Week Two      | Sensory Observation and Physical Awareness                           |
| Week Three    | Given Circumstances; Spatial Awareness and Theatrical Space          |
| Week Four     | Physical Storytelling Presentations (Solo); Introduction to Critique |
| Week Five     | Voice Basics; Speech as Action                                       |
| Week Six      | Improvisation I: Attentiveness, Receptiveness, and Spontaneity       |
| Week Seven    | Improvisation II: Goals, Playable Actions, Obstacles                 |
| Week Eight    | Physical Storytelling Presentations (Pairs); Critique                |
| Week Nine     | Units of Action; Scoring a Role                                      |
| Week Ten      | The Physical Character; Movement Basics                              |
| Week Eleven   | The Psychological Character; Body Language and Inner Monologue       |
| Week Twelve   | Solo/Duo Project: Speaker and Listener                               |
| Week Thirteen | Solo/Duo Project: Group coaching and critique                        |
| Week Fourteen | Solo/Duo Project: Presentations                                      |

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 2 October, 2013

Subject: THEA 112: Minor Revisions

Course revision: THEA 112 Essentials of Acting

1. Rationale for change: The department is working on revisions to the core acting courses in the program as part of the development of the Theatre Major proposal. THEA 112 has been revised to allow students who have already acquired some solid background or training in acting to audition and gain access to an acting course at a higher level than THEA 111.
2. Summary of substantive changes: The primary changes are clearly shown on the accompanying official course outline:
  - Course title changed to “Essentials of Acting”
  - Calendar description revised
  - Prerequisites revised to allow students to enter course via an audition process, and to ensure students from THEA 111 have attained sufficient proficiency to be successful in the course
  - Total hours and structure of hours revised to reflect current practice
  - Maximum enrolment adjusted upward to 24 students
  - Learning outcomes revised and clarified
  - Textbooks revised and updated
  - Student Evaluation revised and updated
  - Course Content revised and updated
3. Budget and Learning outcome Issues
  - a. How does your course address the UFV Learning Outcomes?

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline.
  - b. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

This course is not required by any programs beyond the discipline.
  - c. What consideration has been given to indigenizing the curriculum?

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

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

- i. Credit value: n/a
- ii. Class size limit: The class size has been increased to 24 from 18. This change will allow the program to accommodate more students annually.
- iii. Frequency of offering: n/a
- iv. Resources required (labs, equipment): n/a

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

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

Field trips are not required, but students are often asked to attend professional theatre productions and write a review as one of the course assignments.

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

Textbooks and materials for this course generally cost around \$100-150.

**From:** [Ashley Hoogendoorn](#)  
**To:** [Bruce Kirkley](#); [Rhonda Colwell](#); [Samantha Pattridge](#)  
**Subject:** RE: [CWC] THEA 112 major course revision  
**Date:** Monday, October 21, 2013 12:12:43 PM

---

Hi Bruce,

When prerequisites are being changed in a manner that makes them more restrictive and notice needs to be given, two course outlines are created. The first, which would have an implementation date of September 2014 would give notice of the increased prerequisites. It would also include all other changes made to the course outline. The class size would be updated for the September 2014 implementation date.

The final course outline, with the September 2015 implementation date would show the final changes to the prerequisites.

Thanks,  
Ashley

---

**From:** Bruce Kirkley  
**Sent:** October-21-13 12:05 PM  
**To:** Rhonda Colwell; Samantha Pattridge  
**Cc:** Ashley Hoogendoorn  
**Subject:** RE: [CWC] THEA 112 major course revision

Hi Samantha and Rhonda,

One of the changes to THEA 111 and THEA 112 is an increase to class size, which is factoring into our budget planning for 2014/15. Given this reality, it would be preferable (indeed, is somewhat imperative) for the implementation date to be September 2014. Can the class size change occur even if the implementation date is September 2015?

Thanks,  
Bruce

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**From:** Rhonda Colwell  
**Sent:** Thursday, October 17, 2013 2:23 PM  
**To:** Samantha Pattridge; Bruce Kirkley  
**Cc:** Ashley Hoogendoorn  
**Subject:** RE: [CWC] THEA 112 major course revision

Thanks for the clarification Samantha.

Rhonda

---

**From:** Samantha Pattridge  
**Sent:** Monday, October 07, 2013 3:48 PM  
**To:** Rhonda Colwell; Bruce Kirkley  
**Cc:** Ashley Hoogendoorn

**Subject:** Re: [CWC] THEA 112 major course revision

Hi all,

No, I think the implementation would actually be 2015. It's probably a good idea for program areas to leave the implementation dates off their course outline submissions, to be filled in by the UEC assistant after all the other steps have been finished.

Samantha

---

**From:** Rhonda Colwell <[Rhonda.Colwell@ufv.ca](mailto:Rhonda.Colwell@ufv.ca)>  
**Date:** Monday, 7 October, 2013 2:27 PM  
**To:** Bruce Kirkley <[Bruce.Kirkley@ufv.ca](mailto:Bruce.Kirkley@ufv.ca)>  
**Cc:** Samantha Pattridge <[samantha.pattridge@ufv.ca](mailto:samantha.pattridge@ufv.ca)>, Ashley Hoogendoorn <[Ashley.Hoogendoorn@ufv.ca](mailto:Ashley.Hoogendoorn@ufv.ca)>  
**Subject:** RE: [CWC] THEA 112 major course revision

I have read this proposal and I would like to ask Samantha/Ashley to confirm the Implementation Date of September 2014 is OK for an increase in prereqs.

Thanks,  
Rhonda

---

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Bruce Kirkley  
**Sent:** Wednesday, October 02, 2013 3:46 PM  
**To:** cwconsult  
**Subject:** [CWC] THEA 112 major course revision

Attached please find the official course outline for THEA 112 showing revisions and accompanying memo with rationale. Please let me know if there are any questions.

Thanks,

Dr. Bruce Kirkley  
Department Head, Theatre  
University of the Fraser Valley

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Tickets at 604.795.2814 or [theatre@ufv.ca](mailto:theatre@ufv.ca)







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

COURSE IMPLEMENTATION DATE: November 1980  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UEC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| THEA 112                 | Theatre            | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Essentials of Acting     |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the fundamental techniques actors use to create dramatic characters and effective performances. This course may involve fieldtrips to see plays in the Lower Mainland.

PREREQUISITES: THEA 111. Note: As of May 2015, prerequisites will change to the following: THEA 111 with a minimum grade of B, or audition.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** *(department/program)* \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

|                                        |                                 |
|----------------------------------------|---------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>45</u> | TRAINING DAY-BASED INSTRUCTION: |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____         |
| Lectures: <u>10</u> Hrs                | Hours per day: _____            |
| Seminar: _____ Hrs                     |                                 |
| Laboratory: _____ Hrs                  |                                 |
| Field experience: _____ Hrs            |                                 |
| Student directed learning: _____ Hrs   |                                 |
| Other (specify): Studio <u>35</u> Hrs  |                                 |

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Bruce Kirkley</u>            | Date approved: <u>October 2013</u>        |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 112  
COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Describe two or more methods by which actors create dramatic characters;
- Explain how research can contribute to the creation of a dramatic character;
- Analyze a dramatic script in order to identify information about a character, his/her relationships to other characters, and how his/her circumstances change over the course of a play's plot;
- Apply knowledge gathered from script analysis to the enactment of a dramatic character;
- Engage a set of value systems, life experiences, and/or life circumstances different from their own to inform characterization and scene development;
- Observe body language and speech variations to recognize subtexts in human behavior and interactions;
- Apply knowledge of basic vocal techniques to the performance of a dramatic scene;
- Demonstrate control over use of gestures, blocking, and body language in the performance of a dramatic scene;
- Respond to critique from self, peers, and instructor constructively, using critique to improve performance
- Contribute effectively to a creative ensemble by fulfilling the actor's responsibilities to the rehearsal process;

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

Individual and group exercises, improvisation, demonstration, scene study and preparation, class presentations, critique and discussion, journaling, field observation and study, attendance, and analysis of theatre performances.

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

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Robert Benedetti. *The Actor at Work*. 10th Edition. Boston: Allyn & Bacon, 2008.  
Charles McGaw, Kenneth L. Stilson, and Larry D. Clark. *Acting is Believing*. 11th Edition. Wadsworth, 2012.

**SUPPLIES / MATERIALS:**

Exercise mat, water bottle and loose-fitting clothing required for classes.

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

|                                |     |
|--------------------------------|-----|
| Scene Presentations (2)        | 40% |
| Character Study or Book Review | 20% |
| Reading Responses              | 20% |
| Theatre Attendance and Review  | 10% |
| Class Participation            | 10% |

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

- 1 Creative Space; Trust, Focus, "Other"
- 2 Scene Study I: Objectives and Tactics
- 3 Scene Study II: Expectations and Feedback Loop; GOTE (Goals/Others/Tactics/Expectations); Rehearsal Technique
- 4 Scene 1 Group Coaching and Critique
- 5 Scene 1 Group Coaching and Critique
- 6 Scene 1 Presentations
- 7 Scene Study III: Choices and Through-line
- 8 Scene 1 Re-presentations
- 9 Character Inter/Action: Focus on the Other
- 10 Character Inter/Action: Internal Approaches
- 11 Character Inter/Action: External Approaches; More Rehearsal Technique
- 12 Scene 2 Group Coaching and Critique
- 13 Scene 2 Group Coaching and Critique
- 14 Scene 2 Presentations

**Memo**

To: CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 2 October, 2013

Subject: THEA 305: Minor Revisions

Course revision: THEA 305 Theatre for Young Audiences

1. Rationale for change: routine course review.
2. Summary of substantive changes:
  - Calendar description revised to include note on field trips.
  - Prerequisites revised to require 45 university level credits, consistent with common practice across the College of Arts to ensure students have completed enough lower level courses to be successful in an upper level course.
  - Learning outcomes revised and updated
  - Textbooks revised and updated
  - Student Evaluation revised and updated
  - Course Content revised and updated

3. Budget and Learning outcome Issues

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

Alignment of course learning outcomes with program and institutional learning outcomes has been identified in the Learning Outcomes section of the attached official course outline. A copy of the Theatre program learning outcomes is attached.

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

This course is not required by any programs beyond the discipline.

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

The course content provided in the course outline shows how Indigenous content within a Canadian context could be seamlessly incorporated into the course (week 11), and the suggested texts include works by Aboriginal authors (Drew Hayden Taylor, David Qamanig and Tunoonig Theatre). Several topics covered in the course (adaptation for TYA, intercultural TYA) also provide opportunities to address Indigenous performance practices . The research project and group presentation assignments provide students with the

opportunity to choose topics; students would be able to study Indigenous performance traditions in order to complete these assignments.

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

- i. Credit value: n/a
- ii. Class size limit: n/a
- iii. Frequency of offering: n/a
- iv. Resources required (labs, equipment): n/a

e. If this course is not eligible for PLAR, explain why. n/a

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

Depending on the course topic and content, field trips may be required. Students will be expected to pay any costs related to field trips, and this information, along with dates and times, will be clearly announced on the first day of classes and in the course syllabus.

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

Textbooks and materials for this course generally cost around \$100-150.



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

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                             |                    |             |
|-----------------------------|--------------------|-------------|
| <u>THEA 305</u>             | <u>Theatre</u>     | <u>4</u>    |
| COURSE NAME/NUMBER          | FACULTY/DEPARTMENT | UFV CREDITS |
| Theatre for Young Audiences |                    |             |
| COURSE DESCRIPTIVE TITLE    |                    |             |

**CALENDAR DESCRIPTION:**

This course offers students an overview of the history, literature, and theories of theatre for young audiences with an emphasis on Canadian works. Its chief objective is to stimulate a critical awareness of young people's theatre as a distinct and important discipline. This course may involve fieldtrips to see plays in the Lower Mainland.

PREREQUISITES: THEA 101. Note: As of May 2015, prerequisites will change to the following: THEA 101 and completion of 45 university-level credits.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**  
 Lectures: 30 Hrs  
 Seminar: 16 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 4 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): Studio 10 Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Colleen Lanki</u>            | Date approved: <u>November 2010</u>       |
| Department Head: <u>Dr. Bruce Kirkley</u>           | Date of meeting: <u>November 12, 2010</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>      | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 305  
COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain the significance of literary and performance conventions in representative examples of drama and theatre for young audiences
- Identify significant historical developments in theatre for young audiences in Canada, including changes in children's experiences, changes in the objectives of TYA, and impacts of social and cultural factors on the reception of plays
- Explain the significance and contributions of major playwrights, companies, and practitioners of TYA to the discipline in Canada
- Describe the relationships between TYA and theatre in education
- Analyze the writing and production of plays for young audiences, demonstrating scholarly sophistication and an awareness of both literary and performative elements
- Develop arguments about theatre for young audiences, supporting arguments with appropriate use of evidence and presenting arguments orally and in writing
- Employ primary and secondary sources to research TYA
- Apply knowledge of principles of TYA by creating, presenting, and self-critiquing an original short performance for a young audience

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

Lectures, seminars, reading, discussions, audio-visual materials, guest speakers/performers, presentations, and written projects.

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

- *Theatre for Children* by David Wood and Janet Grant. London: Ivan R. Dee, 1999 (primary textbook)
- *Not So Dumb: Four Plays for Young People* by John Lazarus. Toronto: Playwrights Canada Press, 1993
- *Skin and Liars* by Dennis Foon. Toronto: Playwrights Canada Press, 1988
- *The BFG* by Roald Dahl & David Wood. Puffin Press, 2007.
- *Peter Pan* by J.M. Barrie. Toronto: Samuel French, Inc., 1928
- *The Little Mermaid* by Pam Gems. London: Oberon Books, 2004
- *Tale of Teeka* by Michel Marc Bouchard. Vancouver: Talonbooks, 1999
- *Shape of a Girl* by Joan MacLeod. Vancouver: Talonbooks, 2002
- *Inuk* by Henry Beissel. Toronto: Playwrights Canada Press, 2000
- *Toronto at Dreamer's Rock and Education is Our Right* by Drew Hayden Taylor. Toronto: Fifth House, 1990.
- *The Boy in the Treehouse and Girl Who Loved Her Horses* by Drew Hayden Taylor. Vancouver: Talon Books, 2000.
- *In Search of a Friend, Changes* by David Qamanig and Tunooniq Theatre (Pond Inlet) in *Staging the North*, ed. Sherrill Grace, Eve D'Aeth, and Lis Chalykoff. Toronto: Playwright's Canada, 1998.
- course reader of theoretical articles & play reviews

**SUPPLIES / MATERIALS:**

Materials for the final presentations. Varies according to the needs of the project, but costs will be minimal.

**STUDENT EVALUATION:**

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

|                                                                               |     |
|-------------------------------------------------------------------------------|-----|
| Research Paper and Class Presentation on a TYA Company, Artist, or Playwright | 30% |
| Performance viewing and response paper                                        | 15% |
| Term Project                                                                  | 30% |
| Written Analysis of Final Projects                                            | 25% |

**THEA 305**  
**COURSE NAME/NUMBER**

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

---

**COURSE CONTENT:**

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

- Week 1: Theatre for Young Audiences (TYA) Introduction
- Week 2: TYA Historical Overview
- Week 3: TYA in Canada
- Week 4: What Do Children Respond To? TYA Audience Response.
- Week 5: Original Playwriting for TYA
- Week 6: Adapting Other Sources for TYA
- Week 7: Intercultural TYA
- Week 8: Producing TYA and Running a TYA Company in Canada
- Week 9: Theatre in the Classroom/Drama in Education
- Week 10: Theatre for Youth and Teens
- Week 11: Indigenous TYA
- Week 12: Project Rehearsals
- Week 13: Project Presentations

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean, College of Arts

**From:** Graphic Design Program Committee

**Date:** September 17, 2013

**Subject:** Remove the following courses from the academic calendar:

- **GD 218 – Corporate Identity Design**
- **GD 261 – Graphic Design II**
- **GD 378 - Advanced Digital Imaging**

**Rationale:**

These courses are no longer offered at UFV. They were a part of the old Graphic Design diploma, and have been omitted from the new program matrix. Two of the courses, GD 218 and GD 261, have not been revised in ten years, and as such their content is badly out of sync with today's digital technology. Even GD 378, at just five years old, is not representative of the calibre of digital technology we aim to deliver in our Graphic and Digital Design diploma program. It is will service students and potential students better to have this confusing information removed from the calendar. Existing articulation agreements could still be honoured.



**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean, College of Arts

**From:** Graphic Design Program Committee

**Date:** September 17, 2013

**Subject:** GD 317 – Add additional pre-requisite of GD 161 to existing

**Rationale:**

We are currently offering GD 317 this semester for the first time in quite some time. Graphic Design faculty have observed that students who have credit for GD 161 in addition to the current pre-requisites have a design foundation that is serving them well in the course. Students with only GD 154, GD 157, and GD 159 have the technical skills necessary to approach the content, but they have limited design consciousness, and this is hindering their abilities to master design-specific learning outcomes. The requirement of a foundation course in design will enhance the outcomes of this upper level Graphic Design course offering.

**From:** Paula Funk

**Sent:** Monday, September 23, 2013 5:11 PM

**To:** Ashley Hoogendoorn

**Cc:** Rhonda Colwell; Karin Jager; Tetsuomi Anzai; Susan Fisher; Samantha Pattridge; Vicki Bolan

**Subject:** Re: GD 317 - add additional pre-req to existing

Thanks, Ashley. Yes, this is what we expected. Although we may have entered a Jan. 2014 implementation date, it was merely wishful thinking, to be subject to prevailing policy. :)

As the course is running now, a January 2014 implementation date is not crucial. This course will next run in fall 2014.

P

**From:** Ashley Hoogendoorn

**Sent:** Monday, September 23, 2013 4:04 PM

**To:** Paula Funk; Rhonda Colwell

**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Samantha Pattridge; Vicki Bolan

**Subject:** RE: GD 317 - add additional pre-req to existing

Hi Paula and Rhonda,

When prerequisites for a course are being made more restrictive, one year's notice is required. This means that two course outlines are created. The first, which is referred to as the interim course outline,

gives the notice of the more restrictive prerequisites (eg. implementation date of Summer 2014). I include all other changes that are made to the course outline in the interim course outline (eg. changes to calendar description, learning outcomes, etc). The second course outline is the one that becomes effective after one year (eg. Summer 2015), with the more restrictive prerequisites.

I should also note that the reason I am using Summer as the example for the course outlines is because of the calendar deadlines. The September UEC meeting is the deadline for minor program changes and minor and major course changes to get into the calendar. The next calendar is published at the end of October, and Vera publishes the timetable mid-November. To set implementation dates of January 2014 after the timetable is published creates data entry issues.

Thanks,

Ashley

**From:** Paula Funk  
**Sent:** September-23-13 3:45 PM  
**To:** Rhonda Colwell; Vicki Bolan  
**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: GD 317 - add additional pre-req to existing

Yes, we recognize that it is an increase in pre-reqs and will require the necessary notice. We hope to have it implemented as soon as is possible within current policies.

**Paula Funk, BFA**

BFA Educational Advisor

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Office: C1402A, Abbotsford Campus



**From:** Rhonda Colwell  
**Sent:** September-23-13 3:30 PM  
**To:** Vicki Bolan  
**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Paula Funk; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: GD 317 - add additional pre-req to existing

Hi everyone,

I have no concerns with this proposal.

Again, a question – when is the GD faculty expecting this change to be implemented? I suggest checking with Ashley as I do not think that it can be January 2014. I think that this change will be seen as an increase in prereqs so students will require notice of this.

Thx,

Rhonda



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

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                      |                                         |             |
|--------------------------------------|-----------------------------------------|-------------|
| <u>GD 317</u>                        | <u>College of Arts – Graphic Design</u> | <u>3</u>    |
| COURSE NAME/NUMBER                   | FACULTY/DEPARTMENT                      | UFV CREDITS |
| <u>Graphic and Digital Design II</u> |                                         |             |
| COURSE DESCRIPTIVE TITLE             |                                         |             |

**CALENDAR DESCRIPTION:**

This course presents the field of communication design, the process of problem solving, and how to design effective visual communications solutions. Students focus on strategy, research, and target audience analysis in the development of comprehensive visual communications projects.

PREREQUISITES: GD 154, GD 157, and GD 159 (formerly GD 156). Note: As of May 2015, prerequisites will change to the following: GD 154, GD 157, GD 159 (formerly GD 156), and GD 161.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>25</u> | Hrs |
| Seminar:                   | <u>5</u>  | Hrs |
| Laboratory:                | <u>25</u> | Hrs |
| Field experience:          | <u>5</u>  | Hrs |
| Student directed learning: | _____     | Hrs |
| Other (specify):           | _____     | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                                                              |                                            |
|----------------------------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>J. Nolte &amp; A. Babiarz (reviewed by K. Jager &amp; GD Faculty)</u> | Date approved: <u>September 13, 2013</u>   |
| Department Head: <u>Karin Jager</u>                                                          | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                                               | Date approved: <u>November 8, 2013</u>     |
| Curriculum Committee chair: <u>Amanda McCormick</u>                                          | Date approved: <u>November 8, 2013</u>     |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                                   | Date of meeting: <u>November 22, 2013</u>  |
| Undergraduate Education Committee (UEC) approval                                             |                                            |

**GD 317**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify different types of visual communications projects and their purpose
- Gather information, materials, and research to solve a graphic design problem
- Analyze the information, materials, and research gathered and strategize a project direction
- Develop a design brief, mood boards, and plan a visual communications project
- Create design concepts and develop comprehensive design solutions
- Develop proficiency in the application of typography, layout, and image making
- Describe the production process for different types of media for the implementation of visual communications projects

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

Lectures  
 Demonstrations  
 Presentations  
 In-class project development  
 Studio tour

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

- Examination(s)       Portfolio assessment       Interview(s)
- Other (specify):
- PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Landa, Robin. *Graphic Design Solutions, 4th Ed.* Clark Baxter, 2011.  
 Visocky O'Grady, *The Information Design Handbook.* F+W Publications, 2008.  
 Barry, Pete. *The Advertising Concept Book, Think Now, Design Later: A complete guide to creative ideas, strategies and campaigns.* Thames and Hudson, 2010.

**SUPPLIES / MATERIALS:**

Macintosh computer  
 Adobe CS current edition  
 Portable media storage

**STUDENT EVALUATION:**

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

|                                    |     |
|------------------------------------|-----|
| Project 1: Publication design      | 25% |
| Project 2: Advertising             | 25% |
| Project 3: Information design      | 25% |
| Project 4: Corporate communication | 25% |

**COURSE CONTENT:**

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

**An overview of different types of visual communications projects and their purpose:**

**Week One: Book Design:** Covers, interiors and designing for a series. Analyzing books and magazines published in print and digital media. Types of publications – editorial, fiction, non-fiction, informational, etc.

**Week Two: Advertising:** Integrated campaigns and flexible strategies across multiple media platforms. Ideas, headlines, and visuals.

**Week Three: Information Design:** Data visualization. Cognitive principles, communication principles and aesthetic principles. Exhibition design, signage and way finding.

**Week Four: Corporate Communication:** Conceptualizing corporate vision, themes, and positioning. Types of corporate communications projects – brochures, catalogues, direct mail, annual report, social responsibility report. Types of corporate communication clients – Public, private, government, and non-profit organizations. The role of social responsibility in a corporation.

**GD 317**  
**COURSE NAME/NUMBER**

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

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*Course Content continued:*

**Weeks Five through 12: The five phases of the graphic design process:**

Introducing Robin Landa's "Orientation > Analysis > Concepts > Design > Implementation" phases

1. **Orientation:** Defining the graphic design problem and understanding the client's culture, values, and history. Determining needs, requirements, audience, and competition. Using information gathering tools and initiating market research.
2. **Analysis:** Strategizing a project direction. Examining each part of the problem and defining each part. Organizing and analyzing the information, materials, and research gathered. Developing a design brief, mood boards, and planning a visual communications project. Managing strategy in different types of contexts (design studio, advertising agency, publisher). Using mood boards to establish direction for colour, style, and strategy. Involving the client in the discovery process.
3. **Concepts:** Creating design concepts by articulating rationales for design elements and creative direction of the communications solution. Applying reflective thinking, interpretation, and reasoning to concept development. Establishing the theme, tone, and direction of the content. Creating the content.
4. **Design:** Developing the design solution. Creating thumbnail sketches, roughs, and comprehensives. Using typography, images, and layout effectively. Techniques for client presentations.
5. **Implementation:** Implementing design solutions. An introduction to the production process for different types of media. Estimating, project management, production, and client liaison.

**Week 13: Designing visual communication using the five phases of the graphic design process**

**Memo**

**To:** UEC, College of Arts Curriculum Committee, Dean, College of Arts

**From:** Graphic Design Program Committee

**Date:** September 17, 2013

**Subject:** GD 358 - Remove synonymous course note

**Rationale:**

When GD 258 was revised to become GD 358, the course revisers considered the two courses to be roughly synonymous in nature, with lightly more advanced outcomes. Since then, it has been observed that the learning outcomes in technological skill-sets are significantly different in the two courses, and that students with credit for GD 258 will not have the same calibre of digital expertise as those taking GD 358. It would be advantageous to students of both our Graphic and Digital Design diploma and our Graphic Design extended minor to be able to take GD 358 for further credit. In addition, a student who already has credit for GD 258, and is taking the GD extended minor is not able to complete the extended minor without gaining credit for GD 358. The removal of the synonymous course note will better service students in terms of both learning outcomes and program completion.

**From:** Rhonda Colwell

**Sent:** Monday, September 23, 2013 4:00 PM

**To:** Paula Funk; Vicki Bolan

**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: GD 359 - Remove Synonymous course note

Works for me. Thx for the clarification, Paula.

Rhonda

**From:** Paula Funk

**Sent:** Monday, September 23, 2013 3:36 PM

**To:** Rhonda Colwell; Vicki Bolan

**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: GD 359 - Remove Synonymous course note

I think I'm correct in saying that W14 will be the first time GD 358 will be offered, so there aren't currently any students who have credit for both. Part of the strategy in putting this forward now is so that students who may wish to take it in winter and who already have credit for GD 258 could collect the additional credits.

Paula Funk, BFA

BFA Educational Advisor

Phone: 604-504-7441, local 4406

Office: C1402A, Abbotsford Campus



**From:** Rhonda Colwell

**Sent:** September-23-13 3:19 PM

**To:** Vicki Bolan

**Cc:** Karin Jager; Tetsuomi Anzai; Susan Fisher; Paula Funk; Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: GD 359 - Remove Synonymous course note

Hi everyone,

I have no concerns with this change.

Just one question – will there still be students around who have previously completed both GD 258 and GD 358 in a repeat situation who are only receiving 3 credits instead of 6? What happens (if anything) for these students who want to receive 6 credits now? This is probably a question for OReg.

Thx,  
Rhonda





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

COURSE IMPLEMENTATION DATE: May 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                  |                                         |             |
|----------------------------------|-----------------------------------------|-------------|
| <u>GD 358</u>                    | <u>College of Arts – Graphic Design</u> | <u>3</u>    |
| COURSE NAME/NUMBER               | FACULTY/DEPARTMENT                      | UFV CREDITS |
| Interactive Design for Portfolio |                                         |             |
| COURSE DESCRIPTIVE TITLE         |                                         |             |

**CALENDAR DESCRIPTION:**

This course supports students with the design and development of an interactive portfolio for digital screens. Students will be introduced to current trends in web visual and experience design, front- and back-end development, and open-source content management systems (CMS).

PREREQUISITES: GD 204  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**  
 Lectures: 30 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 15 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 15 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                                                      |                                            |
|--------------------------------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Arthur Babiarz (reviewed by Karin Jager &amp; GD Faculty)</u> | Date approved: <u>March 1, 2013</u>        |
| Department Head: <u>Tetsuomi Anzai</u>                                               | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                                       | Date approved: <u>November 8, 2013</u>     |
| Curriculum Committee chair: <u>Tetsuomi Anzai</u>                                    | Date approved: <u>November 8, 2013</u>     |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                           | Date of meeting: <u>November 22, 2013</u>  |
| Undergraduate Education Committee (UEC) approval                                     |                                            |

**GD 358**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify and interpret trends in both web and experience design
- Integrate trend research into the planning and design processes for web-sites
- Describe and apply HTML, CSS, and JavaScript in front-end development
- Define the role of server-side scripting and databases in back-end development
- Strategize the skill-sets needed to plan, design, and produce a variety of web sites
- Plan, design, and produce a portfolio web site
- Install, customize, and deploy an open-source content management system (CMS)

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

Lecturing, demonstrations, production workshops, self-directed content development, out-of-class production, on-line instruction, and digital presentations.

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

- Examination(s)                       Portfolio assessment                       Interview(s)
- Other (specify):
- PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Subscription to Lynda.com

**SUPPLIES / MATERIALS:**

Macintosh computer  
 Flash drive  
 Adobe CS current edition

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

|                                               |     |
|-----------------------------------------------|-----|
| Project 1: Portfolio web site design:         | 20% |
| Project 2: CMS installation and configuration | 15% |
| Project 3: Customized personal blog           | 15% |
| Project 4: Final portfolio web site           | 30% |
| Project 5: Exam                               | 20% |

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

**Weeks 1 to 2**

Current and emerging trends in both web and experience design  
 Designer versus developer  
 An analysis of digital portfolios

**Weeks 3 to 5**

Designing a digital portfolio

**Weeks 6 to 7**

Front-end technologies: Spry library of widgets and effects; JQuery library and jQuery UI plugins  
 Back-end technologies: Development platforms

**Weeks 8 to 13**

Content Management Systems (CMS)  
 Customizing CMS

# MEMO

To: CACC, Susan Fisher, Faculty Council  
From: Tetsuomi Anzai, VA Dept Head; Stephanie Gould, Course Developer  
Date: October 3, 2013  
Re: VA/FILM 366 – Four Year Course Review

---

A. Course Revision:

- a. Change to pre-requisites

**From:**

15 credits of university level arts courses and students must have experience with video production. It is recommended that students have FILM 110 or FILM 120 and one of the following: VA 160 or VA 161 or VA 170 or VA 171 or VA 180 or VA/FILM 365. Alternatively, interview & portfolio review (instructor's permission)

**To:**

VA/FILM/JRNL 365. Alternatively interview & portfolio review. One of the following is strongly recommended: VA 160, VA 161 VA 271, or VA 180

- b. Change to Structure of Hours to better reflect the current practice  
c. Change to Learning Outcomes for clarification and to reflect UFV language  
d. Change to Textbooks to updated editions  
e. Change to course content for clarification

B. Rationale for Change

- a. We are tightening up the requirements for entry into the second of two documentary film/video production courses. With VA366 following VA365, it makes more sense that this course should have different pre-reqs than the preceding course. By the time students get to VA366, they should have developed some skill and ability to work within the medium. A stronger pre-req will support the student's ability to succeed at the advanced level that this upper level course designation indicates. Furthermore, when inexperienced students enter into this second level, it causes increased strain on technical resources as technicians end up spending large amounts of time monitoring and training novice students. Again, this is at odds with how an upper level course learning environment should be.



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

COURSE IMPLEMENTATION DATE: September 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                              |                                      |             |
|------------------------------|--------------------------------------|-------------|
| <u>VA 366</u>                | <u>College of Arts – Visual Arts</u> | <u>3</u>    |
| COURSE NAME/NUMBER           | FACULTY/DEPARTMENT                   | UFV CREDITS |
| Documentary Video Production |                                      |             |
| COURSE DESCRIPTIVE TITLE     |                                      |             |

**CALENDAR DESCRIPTION:**

This course offers students with previous video production experience an opportunity to develop and direct a short documentary video project from the proposal/treatment stage through pre-production, production, and post-production. Students will be exposed to a range of approaches and skills for crafting compelling documentaries that say something about culture, society, history, or contemporary life.

Note: The course is offered as FILM 366 and VA 366. Students may take only one of these for credit.

**PREREQUISITES:** 15 credits of university-level arts courses and students must have experience with video production. It is recommended that students have FILM 110 or FILM 120 and one of the following: VA 160 or VA 161 or VA 170 or VA 171 or VA 180 or VA 365/FILM 365. Alternatively, interview and portfolio review (instructor's permission).  
 Note: As of May 2015, prerequisites will change to the following: VA 365/FILM 365/JRNL 365 or interview and portfolio review. One of the following is strongly recommended: VA 160, VA 161, VA 271, or VA 180.

**COREQUISITES:**  
 PRE or COREQUISITES:

|                                                      |                                                |
|------------------------------------------------------|------------------------------------------------|
| <b>SYNONYMOUS COURSE(S):</b>                         | <b>SERVICE COURSE TO:</b> (department/program) |
| (a) Replaces: _____                                  | _____                                          |
| (b) Cross-listed with: <u>FILM 366</u>               | _____                                          |
| (c) Cannot take: <u>FILM 366</u> for further credit. | _____                                          |

|                                        |                                                                                                                      |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>60</u> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                                                                               |
| <b>STRUCTURE OF HOURS:</b>             | Length of course: _____                                                                                              |
| Lectures: <u>20</u> Hrs                | Hours per day: _____                                                                                                 |
| Seminar: <u>12</u> Hrs                 |                                                                                                                      |
| Laboratory: <u>20</u> Hrs              |                                                                                                                      |
| Field experience: <u>8</u> Hrs         |                                                                                                                      |
| Student directed learning: _____ Hrs   |                                                                                                                      |
| Other (specify): technical _____ Hrs   |                                                                                                                      |
|                                        | <b>OTHER:</b>                                                                                                        |
|                                        | Maximum enrolment: <u>17</u>                                                                                         |
|                                        | Expected frequency of course offerings: <u>Every two years</u><br>(every semester, annually, every other year, etc.) |

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Stephanie Gould</u>          | Date approved: <u>September 27, 2013</u>  |
| Department Head: <u>Tetsuomi Anzai</u>              | Date of meeting: <u>October 18, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**VA 366**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- develop and plan a documentary video project;
- apply a directorial approach or approaches to documentary film/video practice;
- structure a short documentary video (up to approximately 20 minutes) applying documentary storytelling techniques;
- demonstrate interviewing skills;
- demonstrate skill in one or more major roles within a documentary production team;
- work collaboratively with others and effectively in teams;
- Conceptualize the documentary as an art form.

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

Lectures, seminars, and workshops; student-centered team-based learning. Students will work collaboratively and in teams on projects. Where possible, workshops in specialized skills will be conducted with visiting professionals.

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

Examination(s)       Portfolio assessment       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Rabiger, Michael – *Directing the Documentary*. Boston: Focal Press, 2009 or similar handbook  
 Chandler, Gael. *Cut by Cut: Editing Your Film or Video*. Michael Wiese Productions, 2012 or similar  
 Course pack assembled by instructor

**SUPPLIES / MATERIALS:**

External hard drives, portable devices, DVDs, and other supplies to be determined on an individual project basis

**STUDENT EVALUATION:**

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

|                                           |     |
|-------------------------------------------|-----|
| Oral presentations, written proposals     | 25% |
| Notebook project                          | 15% |
| Group project (basic production exercise) | 20% |
| Final project                             | 30% |
| Participation and attendance              | 10% |

**COURSE CONTENT:**

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

- Week 1 – Introductions; course syllabus review; Introductory lecture on documentary practice, idea generation and development
- Week 2 – Lecture and in-class exercises on pre-production, proposal/treatment development, and project planning; film screening
- Week 3 – Lecture/discussion on directorial approaches and strategies; in-class exercise for student project planning/team formation; discussion on copyright, music clearances, and ethical issues
- Week 4 – Lecture/discussion or in-class exercises on team building, effective collaboration, roles and responsibilities; Student oral presentations
- Week 5 – Camera/cinematography workshop
- Week 6 – Directing/fieldwork workshop; film screening
- Week 7 – Production planning/coaching; field work
- Week 8 – Student progress reports and field/lab work
- Week 9 – Post-production/editing workshop
- Week 10 – Field/lab work and coaching sessions
- Week 11 – Student progress reports and discussion of rough cuts
- Week 12 – Field/lab work and coaching sessions
- Week 13 – Student presentation and critique of final projects



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                              |                               |             |
|------------------------------|-------------------------------|-------------|
| FILM 366                     | College of Arts – Visual Arts | 3           |
| COURSE NAME/NUMBER           | FACULTY/DEPARTMENT            | UFV CREDITS |
| Documentary Video Production |                               |             |
| COURSE DESCRIPTIVE TITLE     |                               |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **VA 366** for the official course outline.

**CALENDAR DESCRIPTION:**

This course offers students with previous video production experience an opportunity to develop and direct a short documentary video project from the proposal/treatment stage through pre-production, production, and post-production. Students will be exposed to a range of approaches and skills for crafting compelling documentaries that say something about culture, society, history, or contemporary life.

Note: The course is offered as FILM 366 and VA 366. Students may take only one of these for credit.

**PREREQUISITES:** 15 credits of university-level arts courses and students must have experience with video production. It is recommended that students have FILM 110 or FILM 120 and one of the following: VA 160 or VA 161 or VA 170 or VA 171 or VA 180 or VA 365/FILM 365. Alternatively, interview and portfolio review (instructor's permission).  
 Note: As of May 2015, prerequisites will change to the following: VA 365/FILM 365/JRNL 365 or interview and portfolio review. One of the following is strongly recommended: VA 160, VA 161, VA 271, or VA 180.

**COREQUISITES:**  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: VA 366
- (c) Cannot take: VA 366 for further credit.

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Stephanie Gould</u>          | Date approved: <u>September 27, 2013</u>  |
| Department Head: <u>Tetsuomi Anzai</u>              | Date of meeting: <u>October 18, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |



**Memo**

To: FSCC

From: Derek Harnett, Head of the Department of Physics

Date: Oct. 10, 2013

Subject: proposal for a new course (ENGR 100)

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

A. Course revision:

1. Rationale for change:
2. Summary of substantive changes: (A course outline with 'track changes' will be attached, so what is required here is that you draw attention to those areas of change in general terms. E.g. change in learning outcomes, class size limit, frequency of offering, materials required).

B. New course:

1. Rationale for new course
  - After consulting with local industry, the Mechatronics Program Working Group wishes to add a course on industrial practices and shop safety to the proposed program.
2. How new course fits into program(s)
  - ENGR 100 is intended to be a required course in the proposed Engineering Physics Diploma in Mechatronics.
3. If a new discipline designation is required, explain why.

C. Budget and Learning outcome Issues

1. How does your course address the UFV Learning Outcomes?
  - 1, 3, 8
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - No
3. What consideration has been given to indigenizing the curriculum?
  - None
4. If any of the following items on the OCO have changed, or this course is new, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)



- This course will not affect the budget for physics. Budgetary considerations for this course (and several others) are outlined in the mechatronics program proposal.
5. If this course is not eligible for PLAR, explain why.
    - This course is eligible for PLAR.
  6. Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?
    - No
  7. Please provide an estimate of the typical costs for this course, including textbooks and other materials.
    - Shop materials: approximately \$50

### **CWC Comments**

From Rhonda Colwell:

“Where in the new Mechatronics diploma program will students be required to complete this course? Based on the stated prereqs, I interpret this course as coming after 2<sup>nd</sup> semester. If this is the case, then the current course number doesn’t make sense to me. Students’ assumptions will be that they need to complete this course in their first semester.

I am questioning the credit assignment and the total number of hours. For me, a 3 credit course is equal to 45 credits. So a 1 credit course is equal to 15 credits and a 2 credit course is equal to 30 credits.

Have the Trades people been consulted about this? I expect that they have shop safety courses for their programs.”

- This course can be taken at any time during the mechatronics diploma. As such, the pre-reqs have been changed to read simply enrollment in the Engineering Physics Diploma in Mechatronics program.
- In physics, three credit courses typically have 75 total hours per term. As such, one credit for 30 hours is not out of line.
- This course has been developed in consultation with John English, Dean of the Faculty of Trades & Technology who is a member of the mechatronics Program Working Group.





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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UEC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| ENGR 100                 | Physics            | 1           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Production in Practice   |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Good design requires understanding the production process. This course gives students rudimentary hands-on experience in several industrial practices associated with welding, electrical systems, construction, and automotive work.

PREREQUISITES: Enrolled in the Engineering Physics diploma in Mechatronics program  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** *(department/program)* \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

|                                                |                                                           |
|------------------------------------------------|-----------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> <u>30</u>         | TRAINING DAY-BASED INSTRUCTION:                           |
| <b>STRUCTURE OF HOURS:</b>                     | Length of course: _____                                   |
| Lectures: <u>15</u> Hrs                        | Hours per day: _____                                      |
| Seminar: _____ Hrs                             |                                                           |
| Laboratory: _____ Hrs                          | <b>OTHER:</b>                                             |
| Field experience: _____ Hrs                    | Maximum enrolment: <u>18</u>                              |
| Student directed learning: _____ Hrs           | Expected frequency of course offerings: <u>Annually</u>   |
| Other (specify): Shop experience <u>15</u> Hrs | <i>(every semester, annually, every other year, etc.)</i> |

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

|                                                  |                                            |
|--------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Peter Mulhern</u>         | Date approved: <u>August 26, 2013</u>      |
| Department Head: <u>Derek Harnett</u>            | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>     |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u>  |
| Undergraduate Education Committee (UEC) approval |                                            |

**ENGR 100**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Perform simple shop manufacturing activities,
- Identify the names, functions, and limitations of standard tools and standard fasteners.
- Identify projects that should be constructed by someone else.
- Find industrial code information.
- Estimate time and cost of simple projects.
- Adhere to shop safety standards.

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

Lecture  
 Shop experience

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

None  
 Students will need access to industrial codes

**SUPPLIES / MATERIALS:**

As dictated by the shop supervisor for that offering of the course

**STUDENT EVALUATION:**

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

In-class quizzes to assess knowledge of safety and standards: 20%  
 Shop work: 80%

**COURSE CONTENT:**

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

**Hands-on experience in:**

- Welding
- Metal fabrication
- Automotive
- Framing
- Electrical/wiring
- Plumbing



33844 King Road  
Abbotsford, BC. V2S 7M8  
Tel: [604] 504-7441

**MEMORANDUM**

**To:** College of Arts Curriculum & Undergraduate Education Committee(s)

**From:** John Pitcher

**Date:** January 10, 2013

**Re:** New Course English 200 - Introduction to Literary Critical Methods

---

The Department of English proposes a new course: English 200.

ENGL 200 focuses on strategies for reading literature, including interpreting figurative language and other textual elements. This writing-intensive course will introduce students to the interpretive and writing skills that we expect them to practice in other courses. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.

Approved at department: January 10, 2013

College Wide Consultation:

Approved at CACC:

Approved at UEC:

Campus Wide Consultation – English 200 – English Program Changes

CWC ENGL 200:

All of Rhonda's comments on ENGL 200 pertain to the course before it was included as a required course as part of the program changes, so the problem she identified is no longer a problem. ENGL 200 appears in the appropriate place in the program changes document.

**From:** Rhonda Colwell  
**Sent:** January 18, 2013 3:12 PM  
**To:** Susan Fisher; Lesley Poh; cwconsult; John Pitcher  
**Cc:** Amanda Grimson; Samantha Pattridge  
**Subject:** RE: New Course - English 200

Hi Susan,

No, I was not suggesting that this course be required. What I am suggesting is that the 200-level program requirement number series be changed so that the ENGL 200 course number is included. A student will still choose to complete the course (or not).

The new program requirement could look something like: 6 credits from ENGL 200, 208-280. Of course, this will need to be tweaked for each ENGL program – honours, major, all concs, ext minor, and minor.

Rhonda

**From:** Susan Fisher  
**Sent:** Friday, January 18, 2013 2:55 PM  
**To:** Lesley Poh; Rhonda Colwell; cwconsult; John Pitcher  
**Cc:** Amanda Grimson; Samantha Pattridge  
**Subject:** RE: New Course - English 200

Does this mean it would become a required course in the major? English Lit concentration only or in all concentrations?

Susan

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Lesley Poh  
**Sent:** January-18-13 2:44 PM  
**To:** Rhonda Colwell; cwconsult; John Pitcher  
**Cc:** Amanda Grimson; Samantha Pattridge  
**Subject:** Re: [CWC] New Course - English 200

It would be followed up with a program adjustment.

**From:** Rhonda Colwell  
**Sent:** Friday, January 18, 2013 2:33 PM  
**To:** cwconsult; Lesley Poh; John Pitcher  
**Cc:** Amanda Grimson; Samantha Pattridge  
**Subject:** RE: New Course - English 200

Campus Wide Consultation – English 200 – English Program Changes

I have read this proposal and I have a few questions:

How will this new course number fit in with the lower-level requirements for an English program? Currently, this 200 course number falls outside of the 200-level program requirements. How set is the dept on using 200? Can it be a different course number? Or, will you be following this up with a program requirement change in order to allow this course to satisfy one of the 200-level requirements?

Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Amanda Grimson  
**Sent:** Friday, January 18, 2013 9:50 AM  
**To:** cwconsult  
**Subject:** [CWC] FW: New Course - English 200

---

**From:** Lesley Poh  
**Sent:** Monday, January 14, 2013 4:14 PM  
**To:** Rachael Letkeman; Amanda Grimson  
**Subject:** New Course - English 200

Please find attached a copy of course outline and rationale memo for English 200 – Introduction to Literary Critical Methods.

**M E M O R A N D U M**

**To:** College of Arts Curriculum & Undergraduate Education Committee(s)

**From:** John Pitcher

**Date:** January 10, 2013

**Re:** New Course English 200 - Introduction to Literary Critical Methods

---

The Department of English proposes a new course: English 200.

ENGL 200 focuses on strategies for reading literature, including interpreting figurative language and other textual elements. This writing-intensive course will introduce students to the interpretive and writing skills that we expect them to practice in other courses. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.

Approved at department: January 10, 2013  
College Wide Consultation:  
Approved at CACC:  
Approved at UEC:



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                           |                           |             |
|-------------------------------------------|---------------------------|-------------|
| ENGL 200                                  | College of Arts - English | 3           |
| COURSE NAME/NUMBER                        | FACULTY/DEPARTMENT        | UFV CREDITS |
| Introduction to Literary Critical Methods |                           |             |
| COURSE DESCRIPTIVE TITLE                  |                           |             |

**CALENDAR DESCRIPTION:**

This course will focus on strategies for reading literature and writing literary critical essays. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.

PREREQUISITES: Any two 100-level English courses, numbered ENGL 105 or higher.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <b>Miriam Nichols</b>           | Date approved: <b>January 11, 2013</b>    |
| Department Head: <b>John Pitcher</b>                | Date of meeting: <b>January 18, 2013</b>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>November 8, 2013</b>    |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>November 8, 2013</b>    |
| Dean/Associate VP: <b>Jacqueline Nolte</b>          | Date of meeting: <b>November 22, 2013</b> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**ENGL 200**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Define and discuss the formal elements of poetry, fiction, and drama.
2. Demonstrate an ability to identify the dominant features and key patterns in a given work of poetry, fiction, and drama.
3. Demonstrate familiarity with the discursive conventions of the literary critical essay through guided response to selected secondary sources (literary critical articles).
4. Demonstrate facility with standard editing practices and conventions of usage such as those outlined in the MLA Guide.
5. Articulate an understanding of reasons scholars study literature and the types of questions they ask of it.

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

Lectures, seminar discussions, student presentations, screenings, individual directed learning

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

- Examination(s)                       Portfolio assessment                       Interview(s)  
 Other (specify):  
 PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Kelley Griffith, Writing Essays About Literature  
 Wilfred L. Guerin et al, A Handbook to Critical Approaches to Literature  
 Jonathan Swift, Gulliver's Travels  
 Mary Shelley, Frankenstein  
 Joseph Kelly, Ed, The Seagull Reader  
 Sophocles, Oedipus Rex  
 Shakespeare, King Lear

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                                     |     |
|-------------------------------------|-----|
| Essays totaling 4000 words          | 70% |
| Midterm (including essay questions) | 15% |
| Final (including essay questions)   | 15% |

**COURSE CONTENT:**

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

|               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| Week 1        | Introduction to the elements of fiction                                                                        |
| Week 2 – 3    | Jonathan Swift, Gulliver's Travels                                                                             |
| Week 4        | Mary Shelley, Frankenstein                                                                                     |
| Week 5        | Introduction to the elements of poetry                                                                         |
| Week 6 – 8    | Selection of poems from anthology, to include examples of the lyric, dramatic monologue, and epic (selections) |
| Week 9        | Introduction to the elements of drama                                                                          |
| Weeks 10 – 11 | Sophocles, Oedipus Rex                                                                                         |
| Weeks 12 – 13 | Shakespeare, King Lear                                                                                         |



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**MEMORANDUM**

**TO:** UEC  
**FROM:** Allan Arndt, Biology Department Head  
**DATE:** September 13, 2013  
**SUBJECT:** BIO 410 six-year course review

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The Biology Department requests approval of the six year course review conducted for Biology 410, Plant Ecology. All updates, indicated in red, have been made to reflect the current course content.

**Campus Wide Consultation**

Question:

I just have one question – has the GEOG dept been consulted about the change in prereqs? Not all GEOG students will have BIO 210 – I am speaking from the Arts perspective here.

Response:

Yes, this outline has been sent to the GEOG department and revised, adding GEOG 219 to the prerequisite list as well as changing GSP to GPS under the learning outcomes.





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

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UEC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                                   |             |
|--------------------------|-----------------------------------|-------------|
| <u>BIO 410</u>           | <u>Faculty of Science/Biology</u> | <u>4</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT                | UFV CREDITS |
| COURSE DESCRIPTIVE TITLE |                                   |             |

**CALENDAR DESCRIPTION:**

This course provides students with an understanding of factors, biotic and abiotic, responsible for vegetation distribution patterns across landscapes. In particular, lectures will address plants at the individual, population, and community levels and demonstrate how plants interact with their physical environment – soils, water, and climate. Field trips and laboratory exercises will introduce methodologies of vegetation sampling, analysis, and interpretation. Field trips outside of class time are required.

Note: This course is offered as both BIO 410 and GEOG 410. Students may take only one of these for credit.

PREREQUISITES: BIO 210 or GEOG 219/BIO 219 (formerly GEOG 317/BIO 317).  
 COREQUISITES: \_\_\_\_\_  
 PRE or COREQUISITES: \_\_\_\_\_

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 410
- (c) Cannot take: GEOG 410 for further credit.

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

**TOTAL HOURS PER TERM:** 90

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>45</u> | Hrs |
| Seminar:                   |           | Hrs |
| Laboratory:                | <u>45</u> | Hrs |
| Field experience:          |           | Hrs |
| Student directed learning: |           | Hrs |
| Other (specify):           |           | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: once every 2 years  
*(every semester, annually, every other year, etc.)*

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

|                                                               |                                            |
|---------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Sharon Gillies and Jonathon Hughes</u> | Date approved: <u>September 13, 2013</u>   |
| Department Head: <u>Allan Arndt</u>                           | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                | Date approved: <u>October 18, 2013</u>     |
| Curriculum Committee chair: <u>David Fenske</u>               | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>                            | Date of meeting: <u>November 22, 2013</u>  |
| Undergraduate Education Committee (UEC) approval              |                                            |

**BIO 410**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. utilize various methods of sampling vegetation in the field, and select appropriate sampling methods;
2. assess and describe a plant community;
3. conduct an analysis and interpretation of field data and apply theoretical and applied aspects of plant ecology to local ecosystems;
4. measure the biotic and abiotic influences on plant distribution;
5. predict how a plant community might change over time;
6. use GPS systems, and utilize GIS data in their analysis of ecosystems.

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

Course format will include lectures, laboratory sessions, and field trips. Laboratory exercises and assignments are designed to supplement theory presented during lectures.

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Gurevitch, J., Scheiner, S.M., and Fox, G.A., Sinauer Associates, Inc., 2006. The Ecology of Plants, Second Edition, 518 pages, 416 illustrations.

Pojar, J. and MacKinnon, A. (eds.). 1994. Plants of Coastal British Columbia. Vancouver, B.C. Lone Pine.

Lab Manual will be provided.

**Library Resources:**

Books:

- Foy CL, 1999, Principles and Practices in Plant Ecology: Allelochemical Interactions, CRC Press
- Dale MRT, 2000, Spatial Pattern Analysis in Plant Ecology, Cambridge University Press
- Korner C, 2003, Alpine Plant Life: Functional Plant Ecology of High Mountain Ecosystems, Springer
- Pitts WD, 1998, Terrestrial Plant Ecology, Benjamin Cummings
- Lambers H, 2000, Plant Physiological Ecology, Springer
- Sinclair TR, 2010, Principles of Ecology in Plant Production, Cabi
- Myers JH, 2003, Ecology and Control of Introduced Plants, Cambridge University Press

Journals:

- Plant Species
- Plant Sciences
- Plant Journal
- Restoration Ecology
- Journal of Ecology

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                       |     |
|-----------------------|-----|
| Midterm:              | 20% |
| Final exam:           | 30% |
| Laboratory exercises: | 30% |
| Field project:        | 20% |

**BIO 410**  
**COURSE NAME/NUMBER**

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

**COURSE CONTENT:**

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

Lecture schedule:

**Week Lecture and lab topic**

- 1 Introduction and history of the science
- 2 Autecology - ecology of the individual
- 3 Abundance and distribution
- 4 Populations
- 5 Synecology - communities, classification, and ordination
- 6 Ecosystems - an introduction to succession
- 7 Primary and secondary succession
- 8 Plant-environment interactions
- 9 Mineral cycles
- 10 Soils
- 11 Water
- 12 Climates and ecosystems, use of geographic information systems
- 13 Paleocology - reconstruction of ancient environments

**Week Labs**

- 1 Plant identification
- 2 Plant identification
- 3 Pollination
- 4 Competition
- 5 Biodiversity indices
- 6 Vegetation description and analysis, Braun-Blanquet
- 7 Species distribution along environmental gradients
- 8 Classification and ordination
- 9 Soil profiles
- 10 Water tables
- 11 Biotic legacy, seed banks
- 12 GSP and GIS



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                     |             |
|--------------------------|-------------------------------------|-------------|
| <u>GEOG 410</u>          | <u>Science/Geography</u>            | <u>4</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT<br>Plant Ecology | UFV CREDITS |
| COURSE DESCRIPTIVE TITLE |                                     |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **BIO 410** for the official course outline.

**CALENDAR DESCRIPTION:**

This course provides students with an understanding of factors, biotic and abiotic, responsible for vegetation distribution patterns across landscapes. In particular, lectures will address plants at the individual, population, and community levels and demonstrate how plants interact with their physical environment – soils, water, and climate. Field trips and laboratory exercises will introduce methodologies of vegetation sampling, analysis, and interpretation. Field trips outside of class time are required.

Note: This course is offered as both BIO 410 and GEOG 410. Students may take only one of these for credit.

PREREQUISITES: BIO 210 or GEOG 219/BIO 219 (formerly GEOG 317/BIO 317).  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: BIO 410
- (c) Cannot take: BIO 410 for further credit.

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

\_\_\_\_\_  
 \_\_\_\_\_

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

Yes  No

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

Yes  No

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

Yes  No

|                                                               |                                            |
|---------------------------------------------------------------|--------------------------------------------|
| Course designer(s): <u>Sharon Gillies and Jonathan Hughes</u> | Date approved: <u>September 13, 2013</u>   |
| Department Head: <u>Allan Arndt</u>                           | Date of meeting: <u>September 27, 2013</u> |
| Campus-Wide Consultation (CWC)                                | Date approved: <u>October 18, 2013</u>     |
| Curriculum Committee chair: <u>David Fenske</u>               | Date approved: <u>October 18, 2013</u>     |
| Dean/Associate VP: <u>Lucy Lee</u>                            | Date of meeting: <u>November 22, 2013</u>  |
| Undergraduate Education Committee (UEC) approval              |                                            |

# MEMO



To: Campus Wide Consultation (CWC)  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 3, 2013  
 Re: New Course for Approval; GEOGRAPHY 103

## Proposed

We are requesting the following course addition to the Geography course offerings:

- GEOG 103: The Physical Environment

## Rationale

Geography 103 is a course designed to provide a general introduction to the science of physical geography, and will, in the next 2-3 years, replace Geography 101 and Geography 102 as requirements within our programs. The goal is to streamline and balance first-year offerings, easing the transition for Geography students into higher levels of programming, particularly in Physical Geography. The single, 4-credit course requirement will balance out the single-course, 3-credit requirement in human/ environmental geography. This is recommended change as well from the external reviewers. While there is no consistency in BC as to the model for first-year Physical Geography programming, Canada-wide, the tendency is more towards adopting the single course model. Further, using the creation of GEOG 103 also creates more distinction between first year physical geography courses, as currently GEOG 102: Evolution of the Earth's Surface has significant overlap with GEOG 116: Introduction to Geology. (The two courses cannot both be completed for credit.)

There is no net change in the number of credits required within most Geography programming. The current requirement for *two* 100-level Physical Geography courses and *one* 200-level Physical Geography course, is being replaced with the inverse (*one* 100-level Physical Geography course, and *two* 200-level Physical Geography course). The exception is the BSc major, and honours major, in Physical Geography, which will have 4 fewer credits required at the lower-level.

We believe that this course will be better suited for meeting the lab science requirements within the various BA programs as well as the BBA, as it is more integrative of a range of environmental science/ geomatics topics, rather than the current model of greater specialization at the first year. Therefore, we are also requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements.

## How Revised Course Fits into Program(s)

Geography 103 will play the role of introducing students to *physical* geography, a role currently played by two courses, GEOG 101 and GEOG 102. This will allow for a streamlined and easier to complete first year. It will further 'balance' the first year requirements, as students are also required to complete a 3-credit

course in *human* geography. Thus, students are required to complete two 100-level courses in the Geography major and extended minor, and in the BSc major, rather than three.

### **Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency* (#1); *Use Knowledge and Skills Proficiently* (#3); *Initiate Inquiries and Develop Solutions to Problems* (#4); and *Contribute Regionally and Globally* (#9). This course introduces students to the scientific method (#4), which is used to investigate, in this case, earth systems and environmental change (#9). Students in GEOG 103 will also be completing lab science training (#3) which is useful for further scientific, and in particular physical geographic, study. They are also introduced to information that has wide application, e.g. in landscape use (as in business location), understanding questions of sustainability from an environmental science perspective, and the like (#1).

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

This course will be of use for non-Geography students who need to meet their lab science requirement. It will functionally replace GEOG 101, the most subscribed-to lab science course among non-science students, in the next 2-3 years. GEOG 116 (Geology) will remain in place for those who would like an alternative 100-level lab science course, and/or who would like to meet their second science requirement within the Associate's degree using another Geography course.

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

This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.

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:*

This course should be budget-positive. Having a single course allows us to streamline 100-level offerings, and increases our flexibility in offering lab science to different audiences at different times in the schedule, without having to worry about the student interest in one 100-level course relative to another. We are investigating different cost-saving models of class size and delivery, although it is designed to function at the same sizes and arrangements as GEOG 101 and GEOG 102 currently are. As these courses are both service courses and gateway courses, this streamlining of 100-level physical geography also allows for a more attractive pathway into Geography programming, and will ideally reduce the current ratio of 100-level seats to 200-level seats (avg. 4.6).

- a. *Credit value:* 4.0 credits
- b. *Class size limit:* 25
- c. *Frequency of offering:* every semester
- d. *Resources required (labs, equipment):* none beyond that already used for GEOG 101 and GEOG 102; Blackboard may be needed.

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

It is eligible.

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

An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.* Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).



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

COURSE IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| GEOG 103                 | Geography          | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| The Physical Environment |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to planet Earth, showing how physical processes have shaped the natural environment. Using the tools and approaches of physical geography, the various geosystems, atmosphere, lithosphere, hydrosphere, and biosphere, their internal processes, and external forces are explored. Topics covered will range from turbulence (the shortest and fastest scales) to tectonics (the longest and slowest scales). Impacts of human activities on the natural environment will be discussed.

Note: Students with credit for GEOG 101 and GEOG 102 may not take GEOG 103 for further credit.

PREREQUISITES: None.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: **GEOG 101 or GEOG 102** for further credit.

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

Lectures: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 25 Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Every semester  
 (every semester, annually, every other year, etc.)

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

|                                                                          |                                           |
|--------------------------------------------------------------------------|-------------------------------------------|
| Course designer(s): <b>Carolyn Atkins, Jonathan Hughes, Steven Marsh</b> | Date approved: <b>October 3, 2013</b>     |
| Department Head: <b>Michelle Rhodes</b>                                  | Date of meeting: <b>October 11, 2013</b>  |
| Campus-Wide Consultation (CWC)                                           | Date approved: <b>October 18, 2013</b>    |
| Curriculum Committee chair: <b>David Fenske</b>                          | Date approved: <b>October 18, 2013</b>    |
| Dean/Associate VP: <b>Lucy Lee (Science)/ Jacqueline Nolte (Arts)</b>    | Date of meeting: <b>November 22, 2013</b> |
| Undergraduate Education Committee (UEC) approval                         |                                           |



**GEOG 103**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Describe the scientific method and its philosophy.
2. Explain how science is used to understand the natural world.
3. Explain how scientific models are useful and objective representations of phenomena in the physical world.
4. Explain the importance of temporal and spatial scales to scientific research.
5. Identify and use appropriate technological tools including maps, GPS, and/or computers in gathering and analyzing geographical data.
6. Describe the physical concepts that govern the dynamics of the physical environment.
7. Collect, analyze, and summarize scientific information (written, numeric, and graphic), describing key geographic concepts.

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

The course typically includes lectures, assigned readings, discussion groups, laboratory assignments, field work, field trips, and guest lecturers.

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

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

One of the following:

- Christopherson, R.W., 2013. *Elemental Geosystems* 7<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson Ed.
- Smithson, P., Addison, K., Atkinson, K., 2008. *Fundamentals of the Physical Environment* 4<sup>th</sup> Edition (paperback). Routledge.
- Skinner, B. and B.W. Murck, 2011. *The Blue Planet*, 3<sup>rd</sup> Edition, Wiley and Sons, Inc.
- Pidwirny, M. and S. Jones, 2010. *Fundamentals of Physical Geography* 2<sup>nd</sup> Edition, UBC Okanagan.

In addition to:

- Topical Science Papers/ News Articles

**SUPPLIES / MATERIALS:**

Rite-in-Rain Notebook, Pencil Crayons, Graphing Paper

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

|                                  |     |
|----------------------------------|-----|
| Labs (x8):                       | 10% |
| Lab Project/report/journal:      | 20% |
| Lab exam:                        | 20% |
| Field trip/ class participation: | 10% |
| Midterm exam:                    | 20% |
| Final exam:                      | 20% |

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

1. Introduction to Physical Geography
2. Geomatics
3. The Earth Energy System
4. The Atmosphere System
5. The Oceanic Engine
6. Water, Weather, and Climate Systems.
7. Plate Tectonics
8. Earthquakes
9. Volcanism
10. Weather and Mass Movements
11. River, Coastal, and Glacial Systems, and Landforms
12. Soils
13. Ecosystems

# MEMO



To: CW Consult CWC Comments on Page 10  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 2, 2013  
 Re: Resurrection and updating of course—GEOG 111—for approval, and Addition of GEOG 111 to Social Science Breadth Requirements (BA, LAD)

## Proposed

We are requesting the following changes to the Geography course offerings:

- Bringing back GEOG 111, formerly *Human Impact on the Environment*, and reintegrating into the regular course schedule.
- Updating the course title, content, learning outcomes, and evaluation.

We are also requesting the addition of GEOG 111 to the Social Science Breadth Requirements for the BA and Liberal Arts Diploma. The current calendar copy reads: "GEOG 105, 130 or higher". Our request is to change this to: GEOG 105, 111, 130 or higher.

## Rationale

Some variation of this course—offered as either GEOG 111 or, later, as GEOG 211—was a regular part of the Geography program until 2008, when it evolved into GEOG 211: Environmental Science. At the time of its evolution into *Environmental Science*, it was believed that the latter course was needed for the program, and there was limited room in the program to offer both a survey 'issues' course and a 'science' course for the environment.

Since that time, however, several problems have emerged:

1. This course continues to appear commonly through articulation, but is currently awarded GEOG 1xx.
2. There exists, based on interest in *Environmental Science*, an unmet demand for a survey 'issues' course.
3. UFV Geography is unusual in that it does not currently offer this course—equivalents are offered by almost all other institutions in BC.
4. The emerging Environmental Studies degree is in need of a 1<sup>st</sup> year survey course.
5. Enrolment in GEOG 140: Human Geography has continued to falter—especially in Chilliwack, and the program is in need of a first-year course that is more recognizable to incoming students, a role that was played by the previous incarnation of GEOG 111. The department believes that this course will be more effective in attracting Chilliwack students than GEOG 140 is.

## How Revised Course Fits into Program(s)

GEOG 111 will fill the same role it previously played—as an introductory survey course on human-environment relationships that also introduces students to Geography and Environmental Studies. It will replace one section each term of GEOG 140: Human Geography in the course rotation (currently three sections are scheduled each Fall and Winter). It will serve as an alternative to GEOG 140 in meeting

Geography program requirements. Because of this, the content of the course reflects many of the same thematic areas as GEOG 140, so as to ensure that students have an introduction to some of the overlapping concepts and terminology.

### **Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency (#1); Use Knowledge and Skills Proficiently (#3); Initiate Inquiries and Develop Solutions to Problems (#4); Engage in Collaborative Leadership (#7); and Contribute Regionally and Globally (#9)*. This course will require, among other elements, that students work together to identify and address a regional environmental issue through service learning. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; environmental communications and outreach; and related fields.

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

This course will be an alternate requirement to GEOG 140 for the BSc, Physical Geography major, the BA, major in Geography. It will also be used in the Environmental Studies degree (in development).

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

This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.

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:*

This course should be revenue-generating. Currently, Geography has severe enrolment challenges in Chilliwack for its GEOG 140 course. We believe that GEOG 111 will better draw students in, and can be tailored to address environmental issues in Chilliwack. We anticipate this course to fill regardless of campus, resulting in a higher overall fill rate for first-year Geography courses.

- a. *Credit value:* 3.0 credits
- b. *Class size limit:* 36
- c. *Frequency of offering:* every semester
- d. *Resources required (labs, equipment):* none; Blackboard may be needed

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

It is eligible.

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

An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$120) and small costs (~\$20) for field trip fees (if required).

**Calendar Changes (Lower-level requirements only are shown here)**

**Geography major**

(for Bachelor of Arts degree students)

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

**Lower-level requirements: 29-30 credits**

| Course                   | Title                                                       | Credits           |
|--------------------------|-------------------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                         | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4                 |
| or GEOG 116              | Introduction to Geology                                     |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                             | 3                 |
| GEOG 201                 | Introduction to Climatology                                 |                   |
| or GEOG 202              | Introduction to Geomorphology                               | 4                 |
| GEOG 241                 | Social Geography                                            |                   |
| or GEOG 242              | Economic Geography                                          | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 2) | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4                 |
| One of:                  | STAT 104, STAT 106, or PSYC 110                             | 3-4               |

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                   | Title                                               | Credits           |
|--------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                 | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                    | 4                 |
| or GEOG 116              | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                     | 3                 |
| GEOG 201                 | Introduction to Climatology                         | 4                 |
| <b>One of:</b>           |                                                     | 3-4               |
| GEOG 211                 | Environmental Science                               |                   |
| GEOG 257/CMNS 257        | Environment: Science and Communications             |                   |
| or BIO 210               | Introduction to Ecology                             |                   |
| GEOG 242                 | Economic Geography                                  | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems      | 4                 |
| One of:                  | STAT 104, STAT 106, or PSYC 110                     | 3-4               |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course          | Title                                                       | Credits  |
|-----------------|-------------------------------------------------------------|----------|
| GEOG 101        | Weather and Climate                                         | 4        |
| GEOG 102        | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116     | Introduction to Geology                                     |          |
| <u>GEOG 111</u> | <u>Environmental Issues and Strategies</u>                  | <u>3</u> |
| or GEOG 140     | Human Geography                                             | 3        |
| GEOG 201        | Introduction to Climatology                                 |          |
| or GEOG 202     | Introduction to Geomorphology                               | 4        |
| GEOG 240        | World Regional Geography                                    | 3        |
| GEOG 241        | Social Geography                                            |          |
| or GEOG 242     | Economic Geography                                          | 3        |
| GEOG 252        | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253        | Introduction to Geographic Information Systems              | 4        |
| One of:         | STAT 104, STAT 106, or PSYC 110 (see note 2)                | 3-4      |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Physical Geography concentration**

**Lower-level requirements: 32-33 credits**

| Course               | Title                                                       | Credits  |
|----------------------|-------------------------------------------------------------|----------|
| GEOG 101             | Weather and Climate                                         | 4        |
| GEOG 102             | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116          | Introduction to Geology                                     |          |
| <u>GEOG 111</u>      | <u>Environmental Issues and Strategies</u>                  | <u>3</u> |
| or GEOG 140          | Human Geography                                             | 3        |
| GEOG 201             | Introduction to Climatology                                 |          |
| or GEOG 202          | Introduction to Geomorphology (see Note 1)                  | 4        |
| GEOG 211             | Environmental Science                                       | 3        |
| or GEOG 257/CMNS 257 | Environment: Science and Communications                     |          |
| GEOG 241             | Social Geography                                            |          |
| or GEOG 242          | Economic Geography                                          | 3        |
| GEOG 252             | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253             | Introduction to Geographic Information Systems              |          |

**Urban Studies concentration**

**Lower-level requirements: 28-32 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116              | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <u>3</u> |
| or GEOG 140              | Human Geography                                             | 3        |
| GEOG 241                 | Social Geography                                            | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 1) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4        |
| Two of:                  | GEOG 201, 202, 211                                          | 3-4      |
| One of:                  | STAT 104, STAT 106, or PSYC 110                             | 3-4      |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Geography Honours  
(for Bachelor of Arts degree students)**

**Lower-level requirements: 26 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116              | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <u>3</u> |
| or <del>GEOG 140</del>   | <del>Introduction to</del> Human Geography                  | 3        |
| GEOG 201                 | Introduction to Climatology                                 |          |
| or GEOG 202              | Introduction to Geomorphology                               | 4        |
| GEOG 241                 | Social Geography                                            |          |
| or GEOG 242              | Economic Geography                                          | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 4) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4        |
| One of:                  | STAT 104, STAT 106, or PSYC 110 (see Notes 4)               | 3-4      |

**Geography extended minor**  
(for Bachelor of Arts degree students)

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**Lower-level requirements: 22 credits**

| Course                        | Title                                               | Credits  |
|-------------------------------|-----------------------------------------------------|----------|
| GEOG 101                      | Weather and Climate                                 | 4        |
| GEOG 102                      | Evolution of the Earth's Surface                    | 4        |
| <b>or</b> GEOG 116            | Introduction to Geology                             |          |
| <a href="#">GEOG 111</a>      | <a href="#">Environmental Issues and Strategies</a> | <u>3</u> |
| <del><b>or</b> GEOG 140</del> | <del>Introduction to</del> Human Geography          | 3        |
| GEOG 201                      | Introduction to Climatology                         | 4        |
| <b>or</b> GEOG 202            | Introduction to Geomorphology                       |          |
| GEOG 241                      | Social Geography                                    | 3        |
| <b>or</b> GEOG 242            | Economic Geography                                  |          |
| GEOG 253                      | Introduction to Geographic Information Systems      |          |

**Geography minor**  
(for Bachelor of Arts degree students)

This section specifies the minor discipline 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.

**Lower-level requirements: 13–15 credits**

| Course                              | Title                                               | Credits  |
|-------------------------------------|-----------------------------------------------------|----------|
| GEOG 101                            | Weather and Climate                                 |          |
| <b>or</b> GEOG 102                  | Evolution of the Earth's Surface                    | 4        |
| <b>or</b> GEOG 116                  | Introduction to Geology                             |          |
| <a href="#">GEOG 111</a>            | <a href="#">Environmental Issues and Strategies</a> | <u>3</u> |
| <del><b>or</b> GEOG 140</del>       | <del>Introduction to</del> Human Geography          | 3        |
| <b>Plus:</b>                        |                                                     |          |
| Any two 200-level geography courses |                                                     | 6-8      |



**Physical Geography major**  
(for Bachelor of Science degree students)

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                   | Title                                               | Credits           |
|--------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                 | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                    | 4                 |
| or GEOG 116              | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                     | 3                 |
| GEOG 201                 | Introduction to Climatology                         | 4                 |
| GEOG 202                 | Introduction to Geomorphology                       | 4                 |
| GEOG 211                 | Environmental Science                               |                   |
| or GEOG 257/CMNS 257     | Environment: Science and Communications             | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems      | 4                 |
| STAT 270                 | Introduction to Probability and Statistics          | 4                 |
| <b>One of:</b>           |                                                     |                   |
| PHYS 101                 | Introductory General Physics: Mechanics and Fluids  |                   |
| PHYS 105                 | Heat, Waves, and Optics                             |                   |
| or PHYS 111              | Mechanics                                           | 5                 |
| <b>One pair of:</b>      |                                                     | 10                |
| BIO 111                  | Introductory Biology I                              |                   |
| and BIO 112              | Introductory Biology II                             |                   |
| or:                      |                                                     |                   |
| CHEM 113                 | Principles of Chemistry I                           |                   |
| and CHEM 114             | Principles of Chemistry II                          |                   |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                      | Title                                               | Credits           |
|-----------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                    | Weather and Climate                                 | 4                 |
| GEOG 102                    | Evolution of the Earth's Surface                    | 4                 |
| <b>or</b> GEOG 116          | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a>    | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| <b>or</b> GEOG 140          | Introduction to Human Geography                     | 3                 |
| GEOG 201                    | Introduction to Climatology                         | 4                 |
| GEOG 202                    | Introduction to Geomorphology                       | 4                 |
| GEOG 211                    | Environmental Science                               | 3                 |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications             |                   |
| GEOG 252                    | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                    | Introduction to Geographic Information Systems      | 4                 |
| MATH 270/<br>STAT 270       | Introduction to Probability and Statistics          | 4                 |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids  |                   |
| <b>or</b> PHYS 111          | Mechanics                                           | 5                 |
| <b>One pair of:</b>         |                                                     | 10                |
| BIO 111                     | Introductory Biology I                              |                   |
| <b>and</b> BIO 112          | Introductory Biology II                             |                   |
| <b>or</b> CHEM 113          | Principles of Chemistry I                           |                   |
| <b>and</b> CHEM 114         | Principles of Chemistry II                          |                   |

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Monday, October 07, 2013 2:14 PM  
**To:** Myra Hughes; cwconsult  
**Cc:** Michelle Rhodes  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi everyone,

I have two questions and one request, as follows:

Questions:

1. Assuming that there may still be students who have completed GEOG 111 the last time it was offered, will your dept allow these students to use their course to satisfy the new lower-level requirement of GEOG 111 or 140?
2. Can this course be used to satisfy 3 credits towards the BA and LAD Social Sciences Requirement?

Request:

Please add the following under the Calendar description – Note: Students who completed GEOG 211 prior to 2008 may not take GEOG 111 for further credit.  
I suggest that you check with OReg (if you have not already) about how this will be implemented.

**From:** Michelle Rhodes  
**Sent:** Monday, October 07, 2013 2:44 PM  
**To:** Rhonda Colwell; Myra Hughes; cwconsult  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi Rhonda

We will allow students who have GEOG 111 from bygone days to use this in lieu of GEOG 140. The new GEOG 111 is a substantial revision, but too much overlap with the old course for a student to repeat.

We'd love to have it used to meet the Soc Sci requirements. We can put through another request for this for the next CWC. We'll also add the note to the calendar description.

We did check with OReg a while back about bringing the course back, but we'll check again to make sure we don't have any issues with implementation.

Thanks for the comments!

**From:** Darren Francis

**Sent:** Friday, October 11, 2013 11:42 AM

**To:** Myra Hughes; cwconsult

**Cc:** Michelle Rhodes; Shelaugh Thomson; Michelle Ward

**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi all,

I think there is some confusion regarding the re-activation of a course and maintaining its content versus creating a new course and using an old course number. In this case, it appears to me that the plan is to create a new course and use an old course number. From an Office of the Registrar's perspective, we would require a new course number for the proposed course. With the change in course content, title etc. resurrecting the course number will create issues with "Included" courses and "Excluded" courses on a student's transcript. Banner has no way of distinguishing between the original Geog 111 and the new version. As such, we would require a new course number to protect the integrity of the student's transcript.

If you need additional information, please let me know,

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Michelle Rhodes

**Sent:** October-11-13 12:09 PM

**To:** Darren Francis; Myra Hughes; cwconsult

**Cc:** Michelle Ward; Shelaugh Thomson

**Subject:** Re: [CWC] Resurrection and updating of course - GEOG 111

Hi Darren,

I understand the concern, and this proposed new/ resurrected course is on the borderline between new/ resurrected. However, it is more of the latter. Historically, an environmental issues course was taught as 'human impact on the environment' (the previous title of 111), but it has evolved at many institutions into a general environmental issues course, in large part because 'human impact on...' is theoretically too unidirectional and out of date in keeping with how this part of the discipline is delivered. In other words, the old version of GEOG 111 isn't taught in very many places at all anymore, and is instead delivered as an equivalent to what is being proposed now here.

At UFV, this course evolved in the early 2000s into GEOG 211. I wasn't here at that time, but from what I understand, it was to create more flow from 1st to 2nd to 3rd, etc., using GEOG 140 and either GEOG 101 or 102 as the 1st year introduction to the program. It was a popular course as GEOG 211 but resources being what they are in the program, it was replaced instead of supplemented by Environmental *Science* in 2008 rather than the Environmental *Issues* format. But the pre-2008 GEOG 211 was essentially the old GEOG 111.

Our proposal is to bring back the course, and to do so at the 1st year. We can adopt a different number, but it's not fundamentally a different course. This means we have to also put all sorts of notes saying that, for example, 'students who completed GEOG 111 prior to 2000, and GEOG 211 prior to 2008, cannot receive further credit', and the like. To me, this is more complicated for both advising (although it is admittedly uncommon to have many students still in the system who took the old GEOG 111) and it doesn't actually make any sense if this were indeed a new course.

If someone took GEOG 111 back in, say 1998, and wanted to take GEOG 111 again in, for instance, 2015, they'd essentially be repeating much of the same material. The subject matter being what it is, however, there would be a lot of new topical content and data. But the approach is the same.

Page 11

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**From:** Ashley Hoogendoorn  
**Sent:** Wednesday, October 16, 2013 11:49 AM  
**To:** Michelle Rhodes; Darren Francis; Myra Hughes; cwconsult  
**Cc:** Michelle Ward; Shelaugh Thomson  
**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Darren and Michelle,

Historically, when a situation like this has come up, the department usually considered the amount of overlap material between the new and old version. If the courses were similar enough that credit could not be given for both, then this was usually justification that the course could be updated. If the courses are different enough from one another that credit can be given for both, then it would need to go through the approval process as a new course, with a new course number. Course numbers cannot be reused for different courses.

If the former is the case, then going forward, the committees would need to see that there is sufficient overlap to be the same course.

Thanks,  
Ashley

**From:** Michelle Rhodes  
**Sent:** Wednesday, October 16, 2013 12:53 PM  
**To:** Ashley Hoogendoorn, Darren Francis; Myra Hughes; cwconsult  
**Cc:** Michelle Ward; Shelaugh Thomson  
**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Ashley and Darren,

This version of 111 is definitely a case of too much overlap with the original 111. While the original (1993) course description varied significantly, the topics covered (and outlined in the OCO) are very, very similar. The original 111 was also replaced by the (original) 211 (until 2008) which had a very similar title and course description. In other words, a student taking GEOG 111 in 2014 would be taking what is fundamentally the same course as they would have in 1994, even if the title and description were different, and should not be awarded further credit.

The earlier version of 111 was very much informed by the thinking about this type of course back at that time, down to the use of the classic Goudie text--a book I had to use when an undergraduate in this course (but which is no longer as widely adopted).

Michelle



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

COURSE IMPLEMENTATION DATE: Fall 1993  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                     |                    |             |
|-------------------------------------|--------------------|-------------|
| GEOG 111                            | Geography          | 3           |
| COURSE NAME/NUMBER                  | FACULTY/DEPARTMENT | UFV CREDITS |
| Environmental Issues and Strategies |                    |             |
| COURSE DESCRIPTIVE TITLE            |                    |             |

**CALENDAR DESCRIPTION:**

Humans and their societies have profound influences in shaping their physical surroundings, resulting in significant and lasting challenges to long-term environmental sustainability. This course serves as an introduction to the study of many of these contemporary regional, national, and global environmental problems from a geographic perspective. Students will work to identify strategies for adapting to and resolving environmental changes at a local and regional level. Field trips outside of class time are required. Please refer to the Department of Geography website for scheduling information.

Note: Students who completed GEOG 211 prior to 2008 may not take GEOG 111 for further credit.

PREREQUISITES: None  
 COREQUISITES: None  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: n/a
- (b) Cross-listed with: n/a
- (c) Cannot take: GEOG 211 if taken for further credit.  
prior to 2008

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

**TOTAL HOURS PER TERM:** 50

**STRUCTURE OF HOURS:**

Lectures: 26 Hrs  
 Seminar: 14 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

Yes  No

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

Yes  No

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

Yes  No

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Michelle Rhodes</u>          | Date approved: <u>September 5, 2013</u>   |
| Department Head: <u>Michelle Rhodes</u>             | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**GEOG 111**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Identify and discuss the factors contributing to major environmental changes at multiple scales.
- Utilize both social science and science approaches in written, oral, and visual explanation of environmental problems.
- Incorporate multiple cultural perspectives on environmental change into written and verbal argument.
- Integrate field observations and data collection into a group project and individual reflection on environmental change.
- Work collaboratively to identify and implement strategies for improving environmental sustainability at a local scale.

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

The format of the course includes lectures, assigned readings, class assignments, discussion groups, oral presentations, field trips, service learning, and whenever possible, guest speakers. Particular emphasis is placed on student participation in seminars and group presentations and attendance on field trips. Throughout the course audio-visual techniques and materials will be used to support lecture material.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

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

Dearden, P., and B. Mitchell. 2012. Environmental Change and Challenge, a Canadian Perspective, 4<sup>th</sup> ed. Oxford University Press.  
 or  
 Middleton, N. 2013. The Global Casino, an Introduction to Environmental Issues, 5<sup>th</sup> ed. Routledge Press.

**SUPPLIES / MATERIALS:**

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

|                                                |     |
|------------------------------------------------|-----|
| Reflective Essay                               | 15% |
| Written Issue Analysis                         | 15% |
| Seminar Discussion                             | 10% |
| Group Project on Local Environmental Challenge | 20% |
| Midterm Exam                                   | 20% |
| Final Exam                                     | 20% |

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

**COURSE CONTENT**

1. Introduction to course, key concepts (sustainability, ecosystems, geography, scale), and issues
2. Understanding the physical environment and energy
3. Understanding the natural environment
4. Population and settlements; understanding our ecological footprint; group project identification
5. Cross-cultural perspectives on the environment and natural resources
6. Natural resource use and development
7. Industry and the economic geography of environmental change
8. Transportation and the economic geography of environmental change
9. Natural disasters, war, and disruptions to human-environment relationships
10. Managing our waste
11. Food production, security, and environmental health; field trip
12. Food production, security, and environmental health
13. The sustainable city
14. The sustainable city

# MEMO



**To:** Campus Wide Consultation (CWC)  
**From:** Michelle Rhodes, Head, Geography Department  
**Date:** October 3, 2013 (amended October 23, 2013)  
**Re:** Prerequisite Changes to: GEOG 201, GEOG 202, GEOG 257

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The Geography Department requests approval for the following amendments to prerequisites for GEOG 201, GEOG 202, and GEOG 257:

- Add GEOG 103 as a prerequisite.

**Rationale:**

GEOG 103 is a new course, replacing GEOG 101 and 102 and should be added to the existing list of prerequisites.

**Current Prerequisites**

GEOG 201: GEOG 101

GEOG 202: GEOG 102

GEOG 257: One of: CMNS 125, CMNS 155, CMNS 175, or ENG 105; plus any first-year lab science course

**Budget Implications:**

None



**Campus-Wide Consultation Comments:**

**From:** Rhonda Colwell

**Sent:** Thursday, October 17, 2013 1:53 PM

**To:** Myra Hughes; Michelle Rhodes

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] 2 GEOG 201, 202 and 257 - addition of GEOG 103 - new course

Hi everyone,

I have no concerns about adding GEOG 103 as an option to these course prerequisites.

However, I noticed for GEOG 257 under the Synonymous Course(s) section that students cannot take GEOG 211 for further credit but the note is missing under the Calendar Description. I know this submission is only addressing the prereqs, so am I allowed to ask that this note be added? Can the cross-listing note be added too?

Note: Students with credit for GEOG 211 may not take GEOG/CMNS 257 for further credit.

Note: This course is offered as CMNS 257 and GEOG 257. Students may take only one of these for credit.

Then, if these 2 notes can be added to the GEOG 257 outline, can these be added to the CMNS 257 outline?

Has the change in prereqs for GEOG/CMNS 257 been discussed with the CMNS dept? I cannot remember if I asked Michelle this during our conversation.



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

COURSE IMPLEMENTATION DATE: Fall 1994  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
*(six years after UPAC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                             |                    |             |
|-----------------------------|--------------------|-------------|
| GEOG 201                    | Geography          | 4           |
| COURSE NAME/NUMBER          | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to Climatology |                    |             |
| COURSE DESCRIPTIVE TITLE    |                    |             |

**CALENDAR DESCRIPTION:**

This course is a survey course in introductory climatology. Lecture topics range from the micro-scale (air pollution), to meso-scale (urban heat island), to synoptic-scale (tropical cyclones), and global-scale (climatic change).

PREREQUISITES: GEOG 101 or GEOG 103

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 30 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Once every year  
*(every semester, annually, every other year, etc.)*

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <b>Steven Marsh</b>          | Date approved: <u>October 3, 2013</u>     |
| Department Head: <b>Michelle Rhodes</b>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18 2013</u>     |
| Curriculum Committee chair: <b>David Fenske</b>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <b>Lucy Lee</b>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval | Date of meeting: <u>November 22, 2013</u> |

**GEOG 201**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Discuss and explain the basic scientific principles that modern climatology is based upon, including physical, dynamic, and applied climatology at all spatial scales.
2. Theoretically and experimentally master the knowledge of basic atmospheric radiation theory and its application to microclimate modification, thermodynamics and moisture, precipitation processes, atmospheric motion, frontal theory, general circulation of the atmosphere, tropical climatology, severe thunderstorms, and global climate change.
3. Demonstrate an acquaintance with the findings of contemporary research topics in climatology.

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

The format of the course will include lectures, assigned readings, laboratory sessions and assignments, discussion groups, oral presentations, field trips, and guest speakers. Lecture topics will emphasize conceptual and theoretical issues and will be supplemented by the use of audio visual aids throughout the course. Laboratory assignments will emphasize advanced techniques in the analysis and interpretation of meteorological and climatological data.

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Aguado, Edward and James E. Burt, 2010. Understanding Weather and Climate Fifth Edition. Upper Saddle River, NJ: Pearson Education Inc.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                         |        |
|-------------------------|--------|
| Assignments and reports | 40-60% |
| Exams                   | 40-60% |

**COURSE CONTENT:**

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

1. Energy and Radiation
2. Energy Balance and Temperature
3. Atmospheric Thermodynamics and Humidity
4. Clouds and Precipitation
5. Atmospheric Statics and Dynamics
6. Global Wind Systems
7. Air Masses and Fronts
8. Middle Latitude Cyclones
9. Global Climate
10. Severe Weather
11. Urban Heat Island
12. Climate Change



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

COURSE IMPLEMENTATION DATE: May 1994  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                               |                    |             |
|-------------------------------|--------------------|-------------|
| GEOG 202                      | Geography          | 4           |
| COURSE NAME/NUMBER            | FACULTY/DEPARTMENT | UFV CREDITS |
| Introduction to Geomorphology |                    |             |
| COURSE DESCRIPTIVE TITLE      |                    |             |

**CALENDAR DESCRIPTION:**

This course builds on many topics introduced in GEOG 102, with emphasis placed on theoretical background of geomorphology, physical and chemical weathering, mass movements, structural geology, glacial geomorphology, and Aeolian processes. A weekend field trip will develop skills in landform analysis and an understanding of the geomorphology of southwestern British Columbia. Field trips outside of class time are required.

PREREQUISITES: GEOG 102 OR GEOG 103  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>39</u> | Hrs |
| Seminar:                   | _____     | Hrs |
| Laboratory:                | <u>20</u> | Hrs |
| Field experience:          | <u>16</u> | Hrs |
| Student directed learning: | _____     | Hrs |
| Other (specify):           | _____     | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Every semester  
 (every semester, annually, every other year, etc.)

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

|                                                          |                                           |
|----------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Dr. Olav Lian / Claire Beaney</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Michelle Rhodes</u>              | Date of meeting: <u>October 11, 2013</u>  |
| Campus Wide Consultation (CWC)                           | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>Dr. David Fenske</u>      | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Dr. Lucy Lee</u>                   | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**GEOG 202**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. identify and explain the basic geomorphic processes, using examples from southwestern British Columbia (e.g., mass movements, glacial processes).
2. apply, use, and draw conclusions based on field experience in a variety of landscapes
3. use practical skills in landform identification and mapping, problem solving, data presentation, and field observation and interpretation, commonly used by professional geoscientists.

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

Instructional methods include lectures, laboratory sessions and assignments, assigned readings, out-of-class projects, and field trips. The lecture topics will emphasize conceptual and theoretical issues that are supplemented by the use of audio visual aids and related field experience.

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

Examination(s)                       Portfolio assessment    Interview(s)

Other (specify):

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

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

Trenhaile, A. S. 2004. Geomorphology: A Canadian Perspective. 2nd Edition. Oxford Univeristy Press, Canada.

**SUPPLIES / MATERIALS:**

In addition to basic laboratory supplies, students will be responsible for some minimal transportation and accommodation costs associated with the in-class field trip.

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

|                       |     |
|-----------------------|-----|
| Laboratory exercises: | 20% |
| Field trip report:    | 20% |
| Mid-term exam:        | 25% |
| Final exam:           | 35% |

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

**Lecture topics may include:**

1. Nature and scope of geomorphology
2. Brief history of geomorphology
3. Geologic history and geomorphology of southwestern British Columbia
4. Rocks, weathering, and sedimentation
5. Mass movements – physical conditions
6. Mass movements – types
7. Glacial processes and landforms
8. Aeolian processes and landforms
9. Karst landforms
10. Structural geology

**Lab topics may include:**

1. Mapping techniques
2. Statistical analysis of geomorphic data
3. Sediment analysis
4. Stratigraphy and structural geology
5. Mass movements
6. Glacial geomorphology
7. Aeolian geomorphology

**Field trip:** A two day field trip, through the eastern Fraser Valley and the Fraser Canyon to Clinton, B.C., will introduce students to a variety of geomorphic environments discussed in lectures with an emphasis on mass movements, and landforms and processes that are the a direct result of, or were conditioned by, glaciation.



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

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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                         |                    |             |
|-----------------------------------------|--------------------|-------------|
| GEOG 257                                | Geography          | 3           |
| COURSE NAME/NUMBER                      | FACULTY/DEPARTMENT | UFV CREDITS |
| Environment: Science and Communications |                    |             |
| COURSE DESCRIPTIVE TITLE                |                    |             |

**CALENDAR DESCRIPTION:**

Environmental science and communications, while different fields, are both essential for addressing contemporary environmental problems. This course, team-taught by faculty in Geography and Communications, introduces the student to the methods of scientific inquiry, and the principles of effective communication in environmental science. Application of the scientific method to case studies of environmental issues will highlight challenges and possible solutions at local, regional, and national scales, while exploring the interface between science, politics, and popular perceptions. Specific consideration will be given to developing strategies for communicating with various audiences, including stakeholder groups, other scientists, policy makers, and the general public. A field trip outside of class time may be required. Please refer to the Department of Geography website for scheduling information.

Note: Students with credit for GEOG 211 may not take GEOG 257/CMNS 257 for further credit.

PREREQUISITES: One of: CMNS 125, CMNS 155, CMNS 175, or ENG 105; or GEOG 103 or any first-year lab science course.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: CMNS 257
- (c) Cannot take: GEOG 211 or CMNS 257 for further credit.

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>21</u> | Hrs |
| Seminar:                   | <u>21</u> | Hrs |
| Laboratory:                | _____     | Hrs |
| Field experience:          | <u>3</u>  | Hrs |
| Student directed learning: | _____     | Hrs |
| Other (specify):           | _____     | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                  |                                                                             |                  |                          |
|--------------------------------------------------|-----------------------------------------------------------------------------|------------------|--------------------------|
| Course designer(s):                              | <u>Michelle Riedlinger; Michelle Rhodes; David Thomson; Lionel Pandolfo</u> | Date approved:   | <u>October 3, 2013</u>   |
| Department Head:                                 | <u>Michelle Rhodes/ Geography</u>                                           | Date of meeting: | <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | _____                                                                       | Date approved:   | <u>October 18, 2013</u>  |
| Curriculum Committee chair:                      | <u>David Fenske</u>                                                         | Date approved:   | <u>October 18, 2013</u>  |
| Dean/Associate VP:                               | <u>Lucy Lee</u>                                                             | Date of meeting: | <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval | _____                                                                       |                  |                          |

**GEOG 257**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Describe the science that underlies local, regional, and global environmental issues and challenges.
- Work collaboratively to identify the possible solutions to environmental problems, and the barriers to their implementation.
- Identify principles and practices of effective visual, oral, and written communication of scientific data and ideas for different audiences.
- Interpret and critique the use of quantitative data and cartographic representations in environmental science.
- Work collaboratively to devise strategies for addressing and communicating environmental challenges.
- Produce written materials and deliver presentations to inform generalist and expert audiences on specific issues.

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

Course format will include lectures delivered by instructors from Geography and Communications, discussion groups, student presentations, and field study. Case studies will support student-directed learning and teaching. There may be a mandatory local field trip that will support one or more case studies.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example of texts might be:]*

Hay, Iaian, and Giles, Philip. 2011. *Communicating in Geography and the Environmental Sciences*. Oxford University Press.

Berg, Linda, and Hager, Mary. 2007. *Visualizing Environmental Science*. Wiley. (Check for latest edition)

Supplemental text may include:

Northey, Margot, David B. Knight, and Diane Draper, 2012. *Making Sense in Geography and Environmental Sciences. A Student's Guide to Research and Writing*, Fifth Edition. Oxford University Press.

**SUPPLIES / MATERIALS:**

A field-trip fee may be required.

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

|                        |     |
|------------------------|-----|
| Writing assignment     | 10% |
| Midterm exam           | 20% |
| Annotated bibliography | 15% |
| Research poster        | 20% |
| Oral presentation      | 10% |
| Final project          | 25% |

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

Each week will match a chapter in an introductory environmental science text, with the approaches and issues associated with communicating those issues. The following is a sample outline.

1. Introduction to course and themes in environmental science and environmental communications
2. Science as a way of knowing; environmental history, economics, sustainability and human values
3. Risk analysis and environmental hazards
4. Decision-makers, media, stakeholders, and the science community
5. Ecosystems—functions and evolution
6. Human population change and the environment
7. Energy
8. Air and air pollution; global atmospheric changes
9. Water, water pollution, and freshwater resources
10. The ocean and global fisheries
11. Soils, minerals, and land resources
12. Agriculture and food resources
13. Solid and hazardous wastes; course conclusion



**CROSS-LISTED COURSE OUTLINE**

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

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                         |                    |             |
|-----------------------------------------|--------------------|-------------|
| <b>CMNS 257</b>                         | Communications     | <b>3</b>    |
| COURSE NAME/NUMBER                      | FACULTY/DEPARTMENT | UFV CREDITS |
| Environment: Science and Communications |                    |             |
| COURSE DESCRIPTIVE TITLE                |                    |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 396** for the official course outline.

**CALENDAR DESCRIPTION:**

Environmental science and communications, while different fields, are both essential for addressing contemporary environmental problems. This course, team-taught by faculty in Geography and Communications, introduces the student to the methods of scientific inquiry, and the principles of effective communication in environmental science. Application of the scientific method to case studies of environmental issues will highlight challenges and possible solutions at local, regional, and national scales, while exploring the interface between science, politics, and popular perceptions. Specific consideration will be given to developing strategies for communicating with various audiences, including stakeholder groups, other scientists, policy makers, and the general public. A field trip outside of class time may be required. Please refer to the Department of Geography website for scheduling information.

Note: Students with GEOG 211 may not take GEOG 257/CMNS 257 for further credit.

PREREQUISITES: One of: CMNS 125, CMNS 155, CMNS 175, ENGL 105; or GEOG 103 or any first-year lab science course.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 257
- (c) Cannot take: GEOG 211 or GEOG 257 for further credit.

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

\_\_\_\_\_  
 \_\_\_\_\_

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

Yes  No

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

Yes  No

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

Yes  No

|                                                                                                 |                                           |
|-------------------------------------------------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Michelle Riedlinger; Michelle Rhodes; David Thomson; Lionel Pandolfo</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>David Thomson/ Michelle Rhodes</u>                                          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation                                                                        | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>                                             | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                                                      | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval                                                |                                           |



# MEMO



**To:** Campus Wide Consultation *CWC Comments can be found on P. 4*  
**From:** Michelle Rhodes, Head, Geography Department  
**Date:** October 3, 2013  
**Re:** Rationale to drop GEOG/BIO 417 to **GEOG/BIO 319** and to drop  
GEOG/BIO 317 to **GEOG/BIO 219**

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## **Proposed:**

We are proposing the following changes to Geography programs:

- Moving GEOG 317: Biogeography to GEOG 219, to bring it in line with other introductory physical geography sub-disciplinary courses at the second year;
- Moving and renaming GEOG 417: Wetlands to GEOG 319: Swamps and Bogs
- Retaining cross-listing for courses
- Changing program requirements at the 2<sup>nd</sup> year to allow students opportunity to complete requirement with Biogeography

## **Rationale:**

The Physical Geography courses in our program have long been out of sync with one another. When GEOG 317 was first introduced in 2007, it was brought in at the third year, because there was neither funding nor 'room' in terms of student programs at the 2<sup>nd</sup> year. However, the placement of this course remained inconsistent with the placement of similarly introductory courses in climatology (GEOG 201) and geomorphology (202). This has also had an impact during some years on course enrolment, and it has slowed student progression into latter biogeography courses. The result has been under-enrollment in and, in one instance, cancellation of, 400-level biogeography.

Along with the movement of GEOG 317 to GEOG 219, we are also moving GEOG 417: Wetlands to GEOG 319. This is to allow for movement of students interested in biogeography into additional upper-level thematic courses.

In order to make 'room' in the Geography programs for GEOG 219, the requirement is being changed to require *two* 200-level courses in 2<sup>nd</sup> year Physical Geography, and *one* 100-level course in Physical Geography. This latter change is being enabled by the creation of a single first-year Physical

Geography course (GEOG 103), which will also serve as a possible pre-requisite for GEOG 219.

We have asked for a review of these changes from Biology, and they have raised no concerns.

|

**Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency (#1)*; *Use Knowledge and Skills Proficiently (#3)*; *Initiate Inquiries and Develop Solutions to Problems (#4)*, and *Contribute Regionally and Globally (#9)*. This course is designed to improve lab and field skills in sciences, as well as build knowledge in natural and physical science, and questions related to sustainability. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; natural hazards communications; and related fields.

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

This course will be a requirement option in the BSc, Physical Geography major (with and without Honours), and the BA, major in Geography (with and without Honours).

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

This course does not specifically address the needs of indigenous groups as a separate topic.

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:*

We anticipate some small savings in offering *Biogeography* at the 2<sup>nd</sup> year rather than 3<sup>rd</sup>, and offering *Swamps and Bogs* at the 3<sup>rd</sup> year instead of 4<sup>th</sup>. GEOG 317 has had an uneven enrolment past, although in Fall 2013, we had to put on additional seats due to demand generated through the cross-list with Biology. Moving the course to the 2<sup>nd</sup> year will likely result in a loss of Biology demand for this course, but an increase in Geography demand. More significantly, moving GEOG 417 to GEOG 319 should make this course more attractive for both Geography and Biology students, as 300-level courses are, in general, more popular than 400-level ones.

- a. *Credit value*: 4.0 credits
- b. *Class size limit*: 25 for single lecture-lab section
- c. *Frequency of offering*: annually for GEOG 219, bi-annually for GEOG 317
- d. *Resources required (labs, equipment)*: none beyond existing resources already used for the course; Blackboard may be needed

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

Both courses are eligible.

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

Multiple (2-3) local field trips may be required as part of each course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).

-----  
**Campus-Wide Consultation**

**From:** Rhonda Colwell

**Sent:** Thursday, October 17, 2013 2:21 PM

**Subject:** RE: [CWC] 3 - GEOG 219 and 319- new courses

.....  
On the BIO & GEOG 219 outlines, I am requesting that the cross-list note be separated from the cannot take note, as follows:

Note: Student with credit for BIO/GEOG 317 may not take BIO/GEOG 219 for further credit.

Note: This course is offered as BIO 219 and GEOG 219. Students may take only one of these for credit.

On the GEOG 219 outline, the Synonymous Course(s) section needs to be updated with the new course number. And, the Student Evaluation section percentages need to be looked at – my math comes up with a total of 95%.

On the BIO & GEOG 319 outlines, I am requesting that the cross-list note currently in place to not be removed, but to be changed to include the new course number.

Note: The course is offered as BIO 319 and GEOG 319. Students may take only one of these for credit.

**Program and Calendar Changes**

**Note:** The requirements below also reflect the inclusion of another new course—GEOG 103—which is ‘replacing’ GEOG 101 and GEOG 102 in the coming years. This course will move through for approval at the same time as the Biogeography courses.

**Geography Honours**  
(for Bachelor of Arts degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Arts](#) for program requirements.

**Lower-level requirements: 26 credits**

| Course              | Title                                                       | Credits  |
|---------------------|-------------------------------------------------------------|----------|
| <u>One of:</u>      |                                                             | <u>4</u> |
| <u>_GEOG 101</u>    | Weather and Climate                                         | <u>4</u> |
| <u>_GEOG 102</u>    | Evolution of the Earth’s Surface                            | <u>4</u> |
| <u>_GEOG 103</u>    | <u>The Physical Environment</u>                             |          |
| <u>or _GEOG 116</u> | Introduction to Geology                                     |          |
| GEOG 140            | Introduction to Human Geography                             | 3        |
| <u>Two of:</u>      |                                                             | <u>4</u> |
| <u>_GEOG 201</u>    | Introduction to Climatology                                 |          |
| <u>Or _GEOG 202</u> | Introduction to Geomorphology                               | <u>4</u> |
| <u>_GEOG 219</u>    | <u>Biogeography</u>                                         |          |
| GEOG 241            | Social Geography                                            |          |
| <u>or GEOG 242</u>  | Economic Geography                                          | 3        |
| GEOG 252            | Explanation in Geography: Quantitative Methods (see Note 4) | 4        |
| GEOG 253            | Introduction to Geographic Information Systems              | 4        |
| One of:             | STAT 104, STAT 106, or PSYC 110 (see Notes 4)               | 3-4      |

**Upper-level requirements: 47-49 credits**

| Course             | Title                                                                                                                                  | Credits |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 354           | Approaches in Human Geography                                                                                                          | 4       |
| One course:        | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419)                             | 4       |
| One course:        | Human geography (GEOG 311, 312, 314, 340, 343, 344, 345, 346, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466)              | 4       |
| GEOG 433           | Geography of Selected Regions                                                                                                          | 4       |
| One of:            |                                                                                                                                        | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                                                                                          |         |
| GEOG 398           | Global Development Studies: International Internship                                                                                   |         |
| GEOG 452           | Field Methods and Techniques                                                                                                           |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                                                             | 4-5     |
| GEOG 491           | Honours Research Design and Data Collection (see Note 1)                                                                               | 4       |
| GEOG 492           | Honours Research Project                                                                                                               | 4       |
| Electives          | Upper-level Geography (two to three courses)                                                                                           | 8-12    |
| <b>Plus:</b>       |                                                                                                                                        |         |
|                    | Three upper-level Arts/Sciences courses to be completed in a single discipline, such as biology, history, sociology, etc. (see Note 2) | 9-12    |

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: Students planning to apply for a Bachelor of Arts Geography Honours should consult carefully with the Arts Advice Centre to ensure they satisfy any lower-level prerequisites for upper-level courses they expect to take to satisfy this requirement.

Note 3: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.

Note 4: One of STAT 104 (formerly MATH 104), STAT 104 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Geography major  
(for Bachelor of Arts degree students)**

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

**Lower-level requirements: 29-30 credits**

| Course                          | Title                                                       | Credits  |
|---------------------------------|-------------------------------------------------------------|----------|
| <u>One of:</u>                  |                                                             | <u>4</u> |
| <u>  GEOG 101</u>               | <u>Weather and Climate</u>                                  |          |
| <u>  GEOG 102</u>               | <u>Evolution of the Earth's Surface</u>                     |          |
| <u>  GEOG 103</u>               | <u>The Physical Environment</u>                             |          |
| <u>  GEOG 116</u>               | <u>Introduction to Geology</u>                              | -        |
| GEOG 101                        | Weather and Climate                                         | 4        |
| GEOG 102                        | Evolution of the Earth's Surface                            | 4        |
| <del>or</del> GEOG 116          | Introduction to Geology                                     | -        |
| GEOG 140                        | Human Geography                                             | 3        |
| <u>Two of:</u>                  |                                                             | <u>4</u> |
| <u>  GEOG 201</u>               | <u>Introduction to Climatology</u>                          |          |
| <del>or</del> <u>  GEOG 202</u> | <u>Introduction to Geomorphology</u>                        | <u>4</u> |
| <u>  GEOG 219</u>               | <u>Biogeography</u>                                         |          |
| GEOG 241                        | Social Geography                                            |          |
| <b>or</b> GEOG 242              | Economic Geography                                          | 3        |
| GEOG 252                        | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                        | Introduction to Geographic Information Systems              | 4        |
| One of:                         | STAT 104, STAT 106, or PSYC 110                             | 3-4      |

**Upper-level requirements: 34-39 credits**

| Course         | Title                                                                                                                                    | Credits |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419)                               | 4       |
| One course:    | Human geography (GEOG 311, 312, 314, 318, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4       |
| GEOG 433       | Geography of Selected Regions                                                                                                            | 4       |
| <b>One of:</b> |                                                                                                                                          | 4-6     |
| GEOG 396       | Global Development Studies: Canada Internship                                                                                            |         |
| GEOG 398       | Global Development Studies: International Internship                                                                                     |         |
| GEOG 452       | Field Methods and Techniques                                                                                                             |         |
| GEOG 470       | Field Studies in Geography                                                                                                               | 4-5     |
| Four           | Geography 300/400-level courses                                                                                                          | 14-16   |

Note 1: No more than eight of the required 31-33 credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Geography major concentrations  
(for Bachelor of Arts degree students)**

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                | Title                                   | Credits         |
|-----------------------|-----------------------------------------|-----------------|
| <b><u>One of:</u></b> |                                         | <b><u>4</u></b> |
| <u>GEOG 101</u>       | <u>Weather and Climate</u>              |                 |
| <u>GEOG 102</u>       | <u>Evolution of the Earth's Surface</u> |                 |



|                                        |                                                |                   |
|----------------------------------------|------------------------------------------------|-------------------|
| <a href="#">_GEOG 103</a>              | <a href="#">The Physical Environment</a>       |                   |
| <a href="#">_GEOG 116</a>              | <a href="#">Introduction to Geology</a>        | -                 |
| GEOG 101                               | Weather and Climate                            | 4                 |
| GEOG 102                               | Evolution of the Earth's Surface               | 4                 |
| <del>or</del> <a href="#">GEOG 116</a> | <a href="#">Introduction to Geology</a>        | -                 |
| GEOG 140                               | Human Geography                                | 3                 |
| <a href="#">Two of:</a>                |                                                | <a href="#">4</a> |
| <a href="#">_GEOG 201</a>              | Introduction to Climatology                    | 4                 |
| <a href="#">_GEOG 202</a>              | <a href="#">Introduction to Geomorphology</a>  |                   |
| <a href="#">_GEOG 219</a>              | <a href="#">Biogeography</a>                   |                   |
| <a href="#">One of:</a>                |                                                | 3-4               |
| GEOG 211                               | Environmental Science                          |                   |
| GEOG 257/CMNS 257                      | Environment: Science and Communications        |                   |
| <a href="#">or</a> BIO 210             | Introduction to Ecology                        |                   |
| GEOG 242                               | Economic Geography                             | 3                 |
| GEOG 252                               | Explanation in Geography: Quantitative Methods | 4                 |
| GEOG 253                               | Introduction to Geographic Information Systems | 4                 |
| One of:                                | STAT 104, STAT 106, or PSYC 110                | 3-4               |

**Upper-level requirements: 31-37 credits**

| Course                      | Title                                                                                                         | Credits |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|---------|
| GEOG 311                    | Global Resources and the Environment                                                                          | 4       |
| GEOG 312                    | Political Ecology: Nature, Culture, and Place                                                                 |         |
| <a href="#">or</a> GEOG 343 | Geography of Transitional Societies                                                                           | 4       |
| One course:                 | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, or 419) | 4       |
| One course:                 | GEOG 314, 315, 318, 353, 410, 411, 412, 417, 421, 453, 454; ANTH 468/SOC 468; ECON                            | 3-4     |

|                    |                                                         |      |
|--------------------|---------------------------------------------------------|------|
| GEOG 433           | 361; PHIL 318<br>Geography of Selected Regions          | 4    |
| <b>One of:</b>     |                                                         | 4-6  |
| GEOG 396           | Global Development Studies:<br>Canada Internship        |      |
| GEOG 398           | Global Development Studies:<br>International Internship |      |
| GEOG 452           | Field Methods and Techniques                            |      |
| <b>or</b> GEOG 470 | Field Studies in Geography                              | 4-5  |
| Elective(s)        | Geography 300/400-level course(s)                       | 8-12 |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                 | Title                                    | Credits  |
|------------------------|------------------------------------------|----------|
| <b><u>One of:</u></b>  |                                          | <u>4</u> |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>               |          |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>  |          |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>          |          |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>           | -        |
| GEOG 101               | Weather and Climate                      | 4        |
| GEOG 102               | Evolution of the Earth's Surface         | 4        |
| <del>or</del> GEOG 116 | <del>Introduction to Geology</del>       | -        |
| GEOG 140               | Human Geography                          | 3        |
| <b><u>Two of:</u></b>  |                                          | <u>4</u> |
| <u>GEOG 201</u>        | <u>Introduction to Climatology</u>       |          |
| <del>or</del> GEOG 202 | <del>Introduction to Geomorphology</del> | 4        |
| <u>GEOG 219</u>        | <u>Biogeography</u>                      |          |
| GEOG 240               | World Regional Geography                 | 3        |
| GEOG 241               | Social Geography                         |          |
| <b>or</b> GEOG         | Economic Geography                       | 3        |

|          |                                                                   |  |     |
|----------|-------------------------------------------------------------------|--|-----|
| 242      |                                                                   |  |     |
| GEOG 252 | Explanation in Geography:<br>Quantitative Methods (see<br>Note 2) |  | 4   |
| GEOG 253 | Introduction to Geographic<br>Information Systems                 |  | 4   |
| One of:  | STAT 104, STAT 106, or PSYC<br>110 (see note 2)                   |  | 3-4 |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 30-32 credits**

| Course                     | Title                                                                                                      | Credits |
|----------------------------|------------------------------------------------------------------------------------------------------------|---------|
| One course:                | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419) | 4       |
| 20 credits of:             | GEOG 311, 312, 314, 323, 340, 343, 346, 362, 364, 447, 464, or 466                                         | 4       |
| GEOG 433                   | Geography of Selected Regions                                                                              | 4       |
| <b>One of:</b>             |                                                                                                            | 4-6     |
| GEOG 396                   | Global Development Studies: Canada Internship                                                              |         |
| GEOG 398                   | Global Development Studies: International Internship                                                       |         |
| GEOG 452<br>or GEOG<br>470 | Field Methods and Techniques<br>Field Studies in Geography                                                 |         |

**Physical Geography concentration**

**Lower-level requirements: 32-33 credits**

| Course          | Title                                   | Credits  |
|-----------------|-----------------------------------------|----------|
| <b>One of:</b>  |                                         | <u>4</u> |
| <u>GEOG 101</u> | <u>Weather and Climate</u>              |          |
| <u>GEOG 102</u> | <u>Evolution of the Earth's Surface</u> |          |

|                                        |                                                                      |          |
|----------------------------------------|----------------------------------------------------------------------|----------|
| <u>GEOG 103</u>                        | <u>The Physical Environment</u>                                      |          |
| <u>GEOG 116</u>                        | <u>Introduction to Geology</u>                                       | -        |
| GEOG 101                               | Weather and Climate                                                  | 4        |
| GEOG 102                               | Evolution of the Earth's Surface                                     | 4        |
| <del>or</del> <u>GEOG 116</u>          | <u>Introduction to Geology</u>                                       | -        |
| GEOG 140                               | Human Geography                                                      | 3        |
| <u>Two of:</u>                         |                                                                      | <u>4</u> |
| <u>GEOG 201</u>                        | Introduction to Climatology                                          |          |
| <del>or</del> <u>GEOG 202</u>          | Introduction to Geomorphology ( <u>see Note 1</u> )                  | 4        |
| <u>GEOG 219</u>                        | <u>Biogeography</u>                                                  |          |
| GEOG 211                               | Environmental Science                                                | 3        |
| <del>or</del> <u>GEOG 257/CMNS 257</u> | Environment: Science and Communications                              |          |
| GEOG 241                               | Social Geography                                                     |          |
| <del>or</del> <u>GEOG 242</u>          | Economic Geography                                                   | 3        |
| GEOG 252                               | Explanation in Geography: Quantitative Methods (see Note <u>12</u> ) | 4        |
| GEOG 253                               | Introduction to Geographic Information Systems                       | 4        |
| One of:                                | STAT 104, STAT 106, or PSYC 110                                      | 3-4      |

Note 1: ~~GEOG 202 is required for GEOG 302, 304, 402.~~

Note 12: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 32-34 credits**

| Course         | Title                                                                                                                              | Credits |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 353       | GIS Applications                                                                                                                   | 4       |
| One course:    | Human geography (GEOG 311, 312, 314, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440,443, 447, 460, 464, 466) | 4       |
| 16 credits of: | GEOG 302, 303, 304, 307, 308, 315, 317, <u>319</u> , 335, 402, 410,                                                                | 4       |

|                    |                                                         |     |
|--------------------|---------------------------------------------------------|-----|
| GEOG 433           | 417, 419, 453<br>Geography of Selected Regions          | 4   |
| <b>One of:</b>     |                                                         | 4-6 |
| GEOG 396           | Global Development Studies:<br>Canada Internship        |     |
| GEOG 398           | Global Development Studies:<br>International Internship |     |
| GEOG 452           | Field Methods and Techniques                            |     |
| <b>or</b> GEOG 470 | Field Studies in Geography                              |     |

**Urban Studies concentration**

**Lower-level requirements: 28-32 credits**

| Course                 | Title                                                          | Credits      |
|------------------------|----------------------------------------------------------------|--------------|
| <u>One of:</u>         |                                                                | <u>4</u>     |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                                     |              |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>                        |              |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                                |              |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                                 |              |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                                 | <del>4</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>                    | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                             | <del>-</del> |
| GEOG 140               | Human Geography                                                | 3            |
| GEOG 241               | Social Geography                                               | 3            |
| GEOG 252               | Explanation in Geography:<br>Quantitative Methods (see Note 1) | 4            |
| GEOG 253               | Introduction to Geographic Information Systems                 | 4            |
| Two of:                | GEOG 201, 202, <u>219-211</u>                                  | <u>3-4</u>   |
| One of:                | STAT 104, STAT 106, or PSYC 110                                | 3-4          |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Upper-level requirements: 30-32 credits**

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| One of:            | GEOG 360, 460, 464, 466                                      | 4       |
| One of:            | GEOG 314, 318, 362, or 364                                   | 4       |
| One of:            | GEOG 344, 440; SOC 325/ANTH 325                              | 4       |
| One of:            | GEOG 303, 307, 308, 335, 317, <a href="#">319</a> , 417, 419 | 4       |
| GEOG 433           | Geography of Selected Regions                                | 4       |
| <b>One of:</b>     |                                                              | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                |         |
| GEOG 398           | Global Development Studies: International Internship         |         |
| GEOG 452           | Field Methods and Techniques                                 |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                   |         |
| Elective(s)        | Geography 300/400-level courses                              | 4-8     |

**Geography extended minor  
(for Bachelor of Arts degree students)**

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**Lower-level requirements: 22 credits**

| Course                | Title                                   | Credits         |
|-----------------------|-----------------------------------------|-----------------|
| <b><u>One of:</u></b> |                                         | <b><u>4</u></b> |
| <u>GEOG 101</u>       | <u>Weather and Climate</u>              |                 |
| <u>GEOG 102</u>       | <u>Evolution of the Earth's Surface</u> |                 |
| <u>GEOG 103</u>       | <u>The Physical Environment</u>         |                 |
| <u>GEOG 116</u>       | <u>Introduction to Geology</u>          |                 |
| GEOG 101              | Weather and Climate                     | 4               |
| GEOG 102              | Evolution of the Earth's Surface        | 4               |

|                        |                                                |          |
|------------------------|------------------------------------------------|----------|
| <del>or</del> GEOG 116 | <del>Introduction to Geology</del>             | -        |
| GEOG 140               | Introduction to Human Geography                | 3        |
| <u>One of:</u>         |                                                | <u>4</u> |
| <u>  </u> GEOG 201     | Introduction to Climatology                    | <u>4</u> |
| <del>or</del> GEOG 202 | Introduction to Geomorphology                  |          |
| <u>  </u> GEOG 219     | <u>Biogeography</u>                            |          |
| GEOG 241               | Social Geography                               | 3        |
| <del>or</del> GEOG 242 | Economic Geography                             |          |
| GEOG 253               | Introduction to Geographic Information Systems |          |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                      | Title                                              | Credits   |
|-----------------------------|----------------------------------------------------|-----------|
| <b><u>One of:</u></b>       |                                                    | <b>4</b>  |
| <u>  </u> GEOG 101          | <u>Weather and Climate</u>                         |           |
| <u>  </u> GEOG 102          | <u>Evolution of the Earth's Surface</u>            |           |
| <u>  </u> GEOG 103          | <u>The Physical Environment</u>                    |           |
| <u>  </u> GEOG 116          | <u>Introduction to Geology</u>                     | -         |
| GEOG 101                    | Weather and Climate                                | 4         |
| GEOG 102                    | Evolution of the Earth's Surface                   | 4         |
| <del>or</del> GEOG 116      | <del>Introduction to Geology</del>                 | -         |
| GEOG 140                    | Introduction to Human Geography                    | 3         |
| <b><u>Two of:</u></b>       |                                                    | <b>8</b>  |
| <u>  </u> GEOG 201          | <u>Introduction to Climatology</u>                 | <u>4</u>  |
| <u>  </u> GEOG 202          | <u>Introduction to Geomorphology</u>               | <u>4</u>  |
| <u>  </u> GEOG 219          | <u>Biogeography</u>                                |           |
| GEOG 211                    | Environmental Science                              | 3         |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications            |           |
| GEOG 252                    | Explanation in Geography: Quantitative Methods     | 4         |
| GEOG 253                    | Introduction to Geographic Information Systems     | 4         |
| MATH 270/STAT 270           | Introduction to Probability and Statistics         | 4         |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids |           |
| <b>or</b> PHYS 111          | Mechanics                                          | 5         |
| <b>One pair of:</b>         |                                                    | <b>10</b> |



|                     |                            |
|---------------------|----------------------------|
| BIO 111             | Introductory Biology I     |
| <b>and</b> BIO 112  | Introductory Biology II    |
| <b>or</b> CHEM 113  | Principles of Chemistry I  |
| <b>and</b> CHEM 114 | Principles of Chemistry II |

**Upper-level requirements: 56-61 credits**

| Course                       | Title                                                                                                                                                          | Credits |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>             |                                                                                                                                                                |         |
| GEOG 353                     | GIS Applications                                                                                                                                               | 4       |
| GEOG 354                     | Approaches in Human Geography                                                                                                                                  | 4       |
| GEOG 433                     | Geography of Selected Regions                                                                                                                                  | 4       |
| GEOG 491                     | Honours Research Design and Data Collection (see Note 1)                                                                                                       | 4       |
| GEOG 493                     | Honours Research Project in Physical Geography/GIS                                                                                                             | 4       |
| STAT 315 (formerly MATH 315) | Applied Regression Analysis (see Note 2)                                                                                                                       | 3       |
| 20 credits (five courses):   | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419, 453 | 20      |
| <b>One of:</b>               |                                                                                                                                                                | 4-6     |
| GEOG 396                     | Global Development Studies: Canada Internship                                                                                                                  |         |
| GEOG 398                     | Global Development Studies: International Internship                                                                                                           |         |
| GEOG 452                     | Field Methods and Techniques                                                                                                                                   |         |
| <b>or</b> GEOG 470           | Field Studies in Geography                                                                                                                                     |         |
| <b>Plus:</b>                 |                                                                                                                                                                |         |
| Electives                    | Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing)                                             | 9-12    |

science, mathematics,  
statistics, computer science,  
physics) (see Notes 4 and 5)

**Physical Geography major  
(for Bachelor of Science degree students)**

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                      | Title                                            | Credits      |
|-----------------------------|--------------------------------------------------|--------------|
| <b>One of:</b>              |                                                  | <b>4</b>     |
| <a href="#">_GEOG 101</a>   | <a href="#">Weather and Climate</a>              |              |
| <a href="#">_GEOG 102</a>   | <a href="#">Evolution of the Earth's Surface</a> |              |
| <a href="#">_GEOG 103</a>   | <a href="#">The Physical Environment</a>         |              |
| <a href="#">_GEOG 116</a>   | <a href="#">Introduction to Geology</a>          | -            |
| <del>GEOG 101</del>         | <del>Weather and Climate</del>                   | <del>4</del> |
| <del>GEOG 102</del>         | <del>Evolution of the Earth's Surface</del>      | <del>4</del> |
| <del>or GEOG 116</del>      | <del>Introduction to Geology</del>               | <del>-</del> |
| GEOG 140                    | Human Geography                                  | 3            |
| <b>Two of:</b>              |                                                  | <b>8</b>     |
| <a href="#">_GEOG 201</a>   | Introduction to Climatology                      | 4            |
| <a href="#">_GEOG 202</a>   | Introduction to Geomorphology                    | 4            |
| <a href="#">_GEOG 219</a>   | <a href="#">Biogeography</a>                     |              |
| GEOG 211                    | Environmental Science                            |              |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications          | 3            |
| GEOG 252                    | Explanation in Geography: Quantitative Methods   | 4            |
| GEOG 253                    | Introduction to Geographic Information Systems   | 4            |
| STAT 270                    | Introduction to Probability and Statistics       | 4            |
| <b>One of:</b>              |                                                  |              |
| PHYS 101                    | Introductory General                             |              |

|                     |                               |    |
|---------------------|-------------------------------|----|
|                     | Physics: Mechanics and Fluids |    |
| PHYS 105            | Heat, Waves, and Optics       |    |
| <b>or</b> PHYS 111  | Mechanics                     | 5  |
| <b>One pair of:</b> |                               | 10 |
| BIO 111             | Introductory Biology I        |    |
| and BIO 112         | Introductory Biology II       |    |
| <b>or:</b>          |                               |    |
| CHEM 113            | Principles of Chemistry I     |    |
| and CHEM 114        | Principles of Chemistry II    |    |

**Upper-level requirements: 32-33 credits**

| Course                     | Title                                                                                                                                                          | Credits |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>           |                                                                                                                                                                |         |
| GEOG 353                   | GIS Applications                                                                                                                                               | 4       |
| GEOG 433                   | Geography of Selected Regions                                                                                                                                  | 4       |
| 20 credits (five courses): | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419, 453 | 4       |
| <b>One of:</b>             |                                                                                                                                                                |         |
| GEOG 396                   | Global Development Studies: Canada Internship                                                                                                                  | 4-6     |
| GEOG 398                   | Global Development Studies: International Internship                                                                                                           |         |
| GEOG 452                   | Field Methods and Techniques                                                                                                                                   |         |
| GEOG 470                   | Field Studies in Geography                                                                                                                                     |         |

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

**Physical Geography minor  
(for Bachelor of Science degree students)**

This section specifies the minor discipline requirements for the Bachelor of Science in Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 24 credits**

| Course                 | Title                                          | Credits  |
|------------------------|------------------------------------------------|----------|
| <u>One of:</u>         |                                                | <u>4</u> |
| <u>  GEOG 101</u>      | <u>Weather and Climate</u>                     |          |
| <u>  GEOG 102</u>      | <u>Evolution of the Earth's Surface</u>        |          |
| <u>  GEOG 103</u>      | <u>The Physical Environment</u>                |          |
| <u>  GEOG 116</u>      | <u>Introduction to Geology</u>                 | -        |
| GEOG 101               | Weather and Climate                            | 4        |
| GEOG 102               | Evolution of the Earth's Surface               | 4        |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>             | -        |
| <u>Two of:</u>         |                                                | <u>8</u> |
| <u>  GEOG 201</u>      | <u>Introduction to Climatology</u>             | <u>4</u> |
| <u>  GEOG 202</u>      | <u>Introduction to Geomorphology</u>           | <u>4</u> |
| <u>  GEOG 219</u>      | <u>Biogeography</u>                            |          |
| GEOG 252               | Explanation in Geography: Quantitative Methods | 4        |
| GEOG 253               | Introduction to Geographic Information Systems | 4        |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

**Upper-level requirements: 16 credits**

| Course         | Title                   | Credits  |
|----------------|-------------------------|----------|
| GEOG 353       | GIS Applications        | 4        |
| <b>Two of:</b> |                         | <b>8</b> |
| GEOG 302       | Fluvial Geomorphology   |          |
| GEOG 303       | Principles of Hydrology |          |
| GEOG 304       | Coastal Geomorphology   |          |
| GEOG 307       | Urban Climatology       |          |

|                          |                                              |
|--------------------------|----------------------------------------------|
| GEOG 308                 | Climate Change and Variability               |
| GEOG 315                 | Soil Process and Function                    |
| GEOG 317                 | Biogeography <a href="#">(prior to 2014)</a> |
| <a href="#">GEOG 319</a> | <a href="#">Swamps and Bogs</a>              |
| GEOG 335                 | Methods in Freshwater Ecology                |

**One of:**

|          |                                          |
|----------|------------------------------------------|
| GEOG 402 | Quaternary Geology and Geomorphology     |
| GEOG 410 | Plant Ecology                            |
| GEOG 417 | Wetlands <a href="#">(Prior to 2014)</a> |
| GEOG 419 | Paleoecology                             |
| GEOG 453 | Remote Sensing of the Environment        |

4

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



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

COURSE IMPLEMENTATION DATE: January 2007  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| GEOG 219                 | Geography          | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Biogeography             |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Biogeography is the study of living things in space and time that integrates concepts and theory from geography, biology, geology, paleontology, and ecology. After an initial review of the history of biogeography, students will be introduced to patterns of distribution; mechanisms responsible for today's biodiversity; island biogeography; communities and ecosystems; and the influence of physical processes on species distribution. The course will also examine extinctions and radiations and the relevance of these processes for ecological forecasts. Field trips outside of class time are required.

Note: Students with credit for GEOG 317/BIO 317 may not take BIO 217/GEOG 217 for further credit. This course is offered as GEOG 219 and BIO 219. Students may only take one of these for credit.

**PREREQUISITES:** One of GEOG 201, GEOG 202, or BIO 210. Note: As of May 2015, prerequisites will change to the following: One of: AGRI 163; or BIO 105, 106, or 111; or CHEM 105, 110, 113, or 150; or GEOG 101, 102, 103, or 116; or PHYS 100, 101, 105, or 111.

**COREQUISITES:**  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**  
 (a) Replaces: GEOG 317/BIO 317  
 (b) Cross-listed with: BIO 219  
 (c) Cannot take: BIO 219, GEOG 317/BIO 317 for further credit.

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>39</u> | Hrs |
| Seminar:                   |           | Hrs |
| Laboratory:                | <u>12</u> | Hrs |
| Field experience:          | <u>24</u> | Hrs |
| Student directed learning: |           | Hrs |
| Other (specify):           |           | Hrs |

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

**OTHER:**  
 Maximum enrolment: 25  
 Expected frequency of course offerings: Annually  
 (every semester, annually, every other year, etc.)

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Jonathan Hughes</u>       | Date approved: <u>May 2, 2013</u>         |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 219**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Explain the mechanisms that regulate the distribution of organisms and be able to identify and compare biogeographical regions and discuss how these regions might change over time;
- Demonstrate knowledge about geologic time, evolution, ecology, and systematics in written and oral presentation;
- Use relevant data analysis and presentation software;
- Synthesize information from different disciplines, principally biology and geography;
- Build on advanced critical thinking, computation, and writing skills to produce scientific reports and oral presentations.

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

Course format will include lectures, presentations, discussions, laboratory sessions, and field trips.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Cox, C.B. and P.D. Moore. 2010. Biogeography: An ecological and evolutionary approach, 8th edition. Wiley, 520 pp.  
 Articles from peer-reviewed journals and government reports.

**SUPPLIES / MATERIALS:**

Laboratory and field notebook.  
 Field-trip fee.

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Midterm exam:          | 20% |
| Presentation:          | 10% |
| Data analysis report:  | 20% |
| Field and lab journal: | 20% |
| Final exam:            | 30% |

**COURSE CONTENT:**

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

**When offered as a lecture course with field and laboratory components:**

1. A History of Biogeography
2. Patterns of Distribution
3. Communities and Ecosystems
4. Patterns of Biodiversity
5. The Engines of the Planet I: Plate Tectonics
6. The Engines of the Planet II: Evolution, the Source of Novelty
7. From Evolution to Patterns of Life
8. Life, Death, and Evolution on Islands
9. Drawing Lines in the Water
10. Living in the Past
11. The Geography of Life Today
12. Ice and Change
13. The Advent of Humanity

**Possible field trip destinations include:**

Fire history in Malcolm Knapp Research Forest  
 Biodiversity of Lodgepole pine forest near Chilliwack Lake  
 Invasive plants of urban parks (e.g., Mill Lake)  
 Eocene fossils in the Sumas Mountain quarry  
 Clear-cut biodiversity on Sumas Mountain

**GEOG 219**  
**COURSE NAME/NUMBER**

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

*Course content continued:*

**Possible laboratory exercises include:**

Introduction to micro- and macro-fossils suitable for paleoecology  
Tree rings and their growth rate over time  
Spreadsheet manipulation of data to calculate biodiversity

**When offered as a hybrid online course with field and laboratory components:**

Using problem-based learning, field and laboratory components are combined with online instruction (hybrid model). An example problem-based exercise is to have students forecast the distribution of species in response to future climate change or develop conservation strategies in response to development or natural disturbance.

The course content listed above will be learned by students as they use inquiry-based methods to answer a suite of questions relevant to a specific problem.

Laboratory and field exercises will be completed on a weekly basis during regular class times over the course of the semester; in a condensed field-school format over one week; or in clusters of meetings over the course of the semester. Delivery format depends on when the course is offered.





**CROSS-LISTED COURSE OUTLINE**

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

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                    |             |
|--------------------------|--------------------|-------------|
| <u>BIO 219</u>           | <u>Geography</u>   | <u>4</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| <u>Biogeography</u>      |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 219** for the official course outline.

**CALENDAR DESCRIPTION:**

Biogeography is the study of living things in space and time that integrates concepts and theory from geography, biology, geology, paleontology, and ecology. After an initial review of the history of biogeography, students will be introduced to patterns of distribution; mechanisms responsible for today's biodiversity; island biogeography; communities and ecosystems; and the influence of physical processes on species distribution. The course will also examine extinctions and radiations and the relevance of these processes for ecological forecasts. Field trips outside of class time are required.

Note: Students with credit for GEOG 317/BIO 317 may not take BIO 217/GEOG 217 for further credit.  
 This course is offered as GEOG 219 and BIO 219. Students may only take one of these for credit.

PREREQUISITES: One of GEOG 201, GEOG 202, or BIO 210. Note: As of May 2015, prerequisites will change to the following: One of: AGRI 163; or BIO 105, 106, or 111; or CHEM 105, 110, 113, or 150; or GEOG 101, 102, 103, or 116; or PHYS 100, 101, 105, or 111.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: GEOG 317/BIO 317
- (b) Cross-listed with: GEOG 219
- (c) Cannot take: GEOG 219, GEOG 317/BIO 317 for further credit.

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

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Jonathan Hughes</u>       | Date approved: <u>May 2, 2013</u>         |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

# MEMO



To: Campus Wide Consultation  
From: Michelle Rhodes, Head, Geography Department  
Date: October 2, 2013  
Re: Revision of GEOG 270, and removal of GEOG 271 from calendar

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## **Proposed**

We are requesting the following changes to the Geography course offerings:

- Updating of GEOG 270, including revision of:
  - Course title, description, learning outcomes, and sample content
  - Hours per term, course maximum, and evaluation
- Removal of GEOG 271 from calendar

## **Rationale**

GEOG 270 and GEOG 271 are courses that date back more than 25 years, to when the Geography department offered fewer course and program options than it does today. These two field study courses are not regularly offered as a result, and GEOG 271 in particular has not been used in many years. Further, at the upper-level, only one course (GEOG 470) is used in the program. As part of streamlining Geography course options, the two courses are being merged, and the new GEOG 270 will remain an option for students who are going on study tours, but who do not meet requirements for upper-level course offerings aligned with the study tours. Course contact hours are revised to reflect its use on study tours.

We are also requesting **the removal of GEOG 271** from the calendar, effective September 2014.

## **Budget Implications**

1. *How does your course address the UFV Learning Outcomes?*  
This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency (#1)*; *Use Knowledge and Skills Proficiently (#3)*; and *Initiate Inquiries and Develop Solutions to Problems (#4)*. The focus of this course is to use problem-based learning to answer questions posed in the field, and to improve lab and field skills in geography.
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?*  
This course will be required by the BSc, Physical Geography major, the BA, major in Geography.
3. *What consideration has been given to indigenizing the curriculum?*  
This course does not specifically address the needs of indigenous groups as a separate topic.

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:*

No change is anticipated, as this course is not regularly used.

- a. *Credit value:* 3.0 credits
- b. *Class size limit:* 6 (capped by Policy 207 on Directed and Independent Studies)
- c. *Frequency of offering:* on demand, usually with study tour
- d. *Resources required (labs, equipment):* none beyond existing resources already used for course

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

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

Course is usually taken as part of a study tour, for which dates are announced 6-12 mos. in advance. Students pay tuition and additional trip fee, amount dependent on location.

7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*  
In addition to tuition, trip fee is usually assessed when course is used as part of study tour. Trip fee varies.

**Campus Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** October-07-13 2:19 PM  
**To:** Myra Hughes; Michelle Rhodes  
**Cc:** Ashley Hoogendoorn; Samantha Pattridge  
**Subject:** RE: [CWC] Revision of GEOG 270, and removal of GEOG 271 from the calendar

I have read this proposal and I have no concerns.

Thanks,  
Rhonda



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

COURSE IMPLEMENTATION DATE: September 1987  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                                   |                    |             |
|---------------------------------------------------|--------------------|-------------|
| GEOG 270                                          | Geography          | 3           |
| COURSE NAME/NUMBER                                | FACULTY/DEPARTMENT | UFV CREDITS |
| Field Techniques in Geography and the Environment |                    |             |
| COURSE DESCRIPTIVE TITLE                          |                    |             |

**CALENDAR DESCRIPTION:**

This course provides a field-based introduction to a variety of tools and techniques used by geographers to describe and analyze the physical and cultural landscape, and human-environment relationships. Students will complete library and field research related to a specific area of interest. Geography 270 is offered as an independent study and may, with instructor permission, be completed as part of a study tour or *Adventures in Geography* field excursion.

PREREQUISITES: At least 6 credits of 100/200 level Geography  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

|                              |               |                                                          |
|------------------------------|---------------|----------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b> | <b>60</b>     | <b>TRAINING DAY-BASED INSTRUCTION:</b>                   |
| <b>STRUCTURE OF HOURS:</b>   |               | Length of course: _____                                  |
| Lectures:                    | <b>5</b> Hrs  | Hours per day: _____                                     |
| Seminar:                     | _____ Hrs     |                                                          |
| Laboratory:                  | _____ Hrs     |                                                          |
| Field experience:            | <b>45</b> Hrs | <b>OTHER:</b>                                            |
| Student directed learning:   | <b>10</b> Hrs | Maximum enrolment: <b>6</b>                              |
| Other (specify):             | _____ Hrs     | Expected frequency of course offerings: <u>On demand</u> |
|                              |               | (every semester, annually, every other year, etc.)       |

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <b>Dr. Michelle Rhodes</b>      | Date approved: <b>September 5, 2013</b>   |
| Department Head: <b>Dr. Michelle Rhodes</b>         | Date of meeting: <b>October 11, 2013</b>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <b>November 8, 2013</b>    |
| Curriculum Committee chair: <b>Amanda McCormick</b> | Date approved: <b>November 8, 2013</b>    |
| Dean/Associate VP: <b>Dr. Jacqueline Nolte</b>      | Date of meeting: <b>November 22, 2013</b> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**GEOG 270**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Evaluate and select the appropriate research techniques or methods needed for completing a research project in geography;
- Utilize data collection and analysis skills in the planning, design, and execution of field research projects;
- operate a variety of field equipment commonly used in physical geography;
- Combine primary and secondary source information into visual, written, or oral presentations;
- Identify the larger significance of their case study and field research, as well as the transferability of their research designs and findings to new research situations.

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

Limited lecture is used for this course. Emphasis is on field exercises and data collection used in geography. Course is primarily used for study tour participation or field excursions, and results in a reporting of findings in visual and written form

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify): Prior completion of a research project in geography (e.g. a previously completed equivalent credit course in research methods from another university)

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Highly variable, depending on nature of the research project and/ or study tour. Previous study tour materials used to support the Arizona study tour have included:

- Abbey, Edward. 1968. *Desert Solitaire: A Season in the Wilderness*. Any edition, press.
- Bolin, B., T. Collins, and K. Darby. 2008. Fate of the Verde: Water, environmental conflict, and the politics of scale in Arizona's central highlands. *Geoforum* 39 (3): 1494-1511.
- Cadava, G. 2011. Borderlands of Modernity and Abandonment: The Lines within Ambos Nogales and the Tohono O'odham Nation. *The Journal of American History* 98 (2): 362-383.
- Cohn, Jeffrey. 2001. Sonoran Desert Conservation, *Bioscience* 51 (8), 606-11.
- Folliott, P. and O. Davis, eds. 2008. *Natural Environments of Arizona*. University of Arizona Press.
- Finger, Thomas and Barbara Morehouse. 2007. River of Change: An environmental history of climate and water management in the Upper Little Colorado Watershed. *Journal of the Southwest* 49 (4): 531-560.
- Frantz, Klaus. 2012. The Salt River Indian Reservation: Land use conflicts and aspects of socioeconomic change on the outskirts of Metro-Phoenix, Arizona. *GeoJournal* (77): 777-790.
- Fule, Peter, et. al. 2002. Natural Variability of Forests in Grand Canyon, USA. *Journal of Biogeography* 29 (1): 31-47.
- Gomez-Novy, Juan and Stefanos Polyzoidos. 2003. A Tale of Two Tucsons: Urban Renewal and Downtown Tucson in the Twentieth Century, *Journal of the Southwest* 45 (1/2): 87-119.
- Hudson, John C. 2002. *Across this Land: A Regional Geography of the United States and Canada*. John Hopkins University Press. Chapters 20 and 21. Available in UFV library as e-book, and 2 copies for circulation.
- Prytherch, David. 2002. Selling the Eco-Entrepreneurial City: Natural wonders and urban stratagems in Tucson, Arizona. *Urban Geography* 23 (8): 771-793.
- Pyne, Stephen. 1999. *How the Canyon Became Grand: A Short History*. Penguin Books.
- Reisner, Marc. 1982, 1993, 2001. *Cadillac Desert: The American West and Its Disappearing Water*. Any edition. 3 copies available in the UFV library.
- Riley, Michael. 1994. Constituting the Southwest, Contesting the Southwest, Re-Inventing the Southwest. *Journal of the Southwest* 36(3): 221-241.
- Tisdale, Shelby. 1996. Railroads, Tourism, and Native Americans in the Greater Southwest. *Journal of the Southwest* 38 (4): 433-462.

**GEOG 270**  
**COURSE NAME/NUMBER**

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

**SUPPLIES / MATERIALS:**

Supplies required are specific to research project and/or study tour.

Example 1: Materials and supplies required for the Mt. St. Helens and Channeled Scablands Adventures in Geography study tour have included:

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

Locally-based and completed research projects developed as part of GEOG 270 would likely require most items above, except for those related to long-distance travel.

**STUDENT EVALUATION:**

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

|                                     |     |
|-------------------------------------|-----|
| Reading Reviews (2)                 | 30% |
| Data Analysis and Summary Reports   | 30% |
| Participation                       | 10% |
| Journal (including data collection) | 20% |
| Reflective Essay                    | 10% |

**COURSE CONTENT:**

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

When completed as part of a study tour, GEOG 270 course content may include:

- Pre-trip meetings that cover an introduction to the region under study and its major issues;
- Identification of themes related to research project;
- Discussion of library techniques needed for hypothesis development;
- Discussion of field techniques appropriate to the research project, and the reporting structure for the research findings;
- Travel to research locations, and collection of data (usually through observation, photography, journals, subject counts, etc.);
- Compilation of research and presentation.

# MEMO



To: Campus Wide Consultation (CWC)  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013  
Re: Revisions to GEOG 303—for approval

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## Proposed

We are requesting the following changes to Geography 303: Hydrology:

- Minor revisions of course title
- Revisions of learning outcomes
- Changes to course materials and content

## Rationale

Geography 303 is up for its 4-year (now 6-year review), and the course designer has broadened the scope of the course to address more human impact issues alongside traditional hydrological investigation. This is seen as increasing the relevancy and accessibility of the course to students in the Geography program. Further, this course has only been delivered by sessionals in the past. A permanent B faculty member has now taken on this course, and the changes within reflect the new direction and approaches to delivering the course. Along with this change, the learning outcomes and pre-requisites have also been adjusted to ensure greater access to the course, including to students who have completed the new GEOG 219 course.

## Budget Implications

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency (#1)*; *Use Knowledge and Skills Proficiently (#3)*; *Initiate Inquiries and Develop Solutions to Problems (#4)*, and *Contribute Regionally and Globally (#9)*. This course is designed to improve lab and field skills in sciences, as well as build knowledge in natural and physical science, and questions related to sustainability. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; natural hazards communications; and related fields.

1



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

This course will be required by the BSc, Physical Geography major, the BA, major in Geography.

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

This course does not specifically address the needs of indigenous groups as a separate topic.

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:*

No change anticipated.

- a. *Credit value:* 4.0 credits
- b. *Class size limit:* 25 for single lecture-lab section
- c. *Frequency of offering:* every three years
- d. *Resources required (labs, equipment):* none beyond existing resources already used for GEOG 303; Blackboard may be needed

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

It is eligible.

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

Inexpensive local field trips may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).

**Campus Wide Consultation:**

October 17, 2013 – 2:31 p.m.

From: Rhonda Colwell

I have read this proposal and I have no concerns.



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

COURSE IMPLEMENTATION DATE: April 2008  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| GEOG 303                 | Geography          | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Principles of Hydrology  |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

The hydrological cycle provides the mechanism by which the finite water resources on the Earth are cycled through the environment. This course will discuss the various processes that make up the hydrological cycle including precipitation, evaporation, run-off, flooding, and broader implications of water quality. These will be addressed from both a qualitative and quantitative perspective. Emphasis will be placed on the hydrology of British Columbia to provide context for the theoretical concepts being presented. The impacts of human use on the hydrology of a region will also be addressed.

Field trips outside of class time will be required.

PREREQUISITES: One of GEOG 201, GEOG 202 or GEOG 219.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | <u>25</u> | Hrs |
| Seminar:                   |           | Hrs |
| Laboratory:                | <u>25</u> | Hrs |
| Field experience:          | <u>15</u> | Hrs |
| Student directed learning: | <u>10</u> | Hrs |
| Other (specify):           |           | Hrs |

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

**OTHER:**  
 Maximum enrolment: 25  
 Expected frequency of course offerings: Once every 3 years  
 (every semester, annually, every other year, etc.)

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Claire Beaney</u>         | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 303**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Discern and articulate the processes involved in the hydrologic cycle.
2. Apply hydrologic principles to describe and explain the hydrology of a specific environment, both qualitatively and quantitatively.
3. Predict the response of a specific hydrologic environment to climate change.
4. Integrate physical and human geographic perspectives to understand complex hydrologic and environmental issues.
5. Apply appropriate geographic skills and techniques (data collection and analysis, mapping, GIS etc) to solve problems commonly seen by professional geoscientists, hydrologists, and physical geographers.
6. Demonstrate numerical, written and, verbal competency in the scientific arena, use professional and respectful communication and work effectively in team settings.

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

Instructional methods include lectures and/or problem-based learning strategies, laboratory (or data collection/analysis) activities, self-directed learning, and field trips.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Davie, T. (2008) Fundamentals of Hydrology. Routledge, 2<sup>nd</sup> edition (or most recent edition)  
 Ward, RC and Robinson, M. 2000 . Principles of Hydrology. McGraw Hill. 4th edition (or most recent edition).  
 Arnell, N. 2001. Hydrology and Global Environmental Change. Prentice Hall.

**SUPPLIES / MATERIALS:**

There may be a fee for field trip transportation and accommodation costs, if applicable.

**STUDENT EVALUATION:**

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

|                                                         |     |
|---------------------------------------------------------|-----|
| Project:                                                | 20% |
| Primary data collection and analysis (similar to labs): | 15% |
| Oral Presentation:                                      | 20% |
| Poster:                                                 | 20% |
| Project timeline and reporting assignment:              | 10% |
| Self-reflective journal:                                | 15% |

*An alternative evaluation plan:*

|                                                                |     |
|----------------------------------------------------------------|-----|
| Project/research paper:                                        | 25% |
| Exams:                                                         | 30% |
| Lab exercises (involves primary data collection and analysis): | 25% |
| Oral Presentation:                                             | 20% |

**COURSE CONTENT:**

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

**Traditional course delivery:**

The course may be offered using a more traditional delivery method that uses lectures, lab exercises, discussion of journal articles, and field trips. Course breakdown is as follows:

- Week 1 – Course introduction
- Week 2 – Properties of water
- Week 3 – The hydrological cycle and water balance
- Week 4 – Understanding watersheds and drainage basins
- Week 5 – Precipitation
- Week 6 - Evaporation

**GEOG 303**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)**

*Course Content continued:*

Week 7 – Interception and soil moisture  
Week 8 – Run-off  
Week 9 – Water quality  
Week 10 – Hydrology and water quality issues in B.C.  
Week 11 – Student presentations and posters  
Week 12 – Student presentations and posters  
Week 13 – Course review

Lab exercises will be in the format of primary data collection and analysis activities. These activities will be assessed as formal lab exercises/reports. Students will be involved in all aspects of the data collection and analysis process. The lab content for the course is as follows:

1. Project design (Week 1)
2. Project implementation (Week 2)
3. Data collection (Weeks 3-8) – students will be collecting data on precipitation, evaporation, run-off, soil moisture, temperature, humidity, and other parameters as appropriate
4. Data analysis (Weeks 4-10) – analysis of the collected data will occur in conjunction with continued data collection activities and be completed following collection period

**Course delivered using PBL:**

This course may also be offered using a modified problem-based learning strategy and as such much of the learning and content of the course will be largely determined by the students. Students will be introduced to a real-world problem at the beginning of the course and will then be responsible for determining the strategies and content required to meet the course learning outcomes while answering the posed question. Depending on the problem, fieldtrips to the study site will be arranged. Short mini lessons on key topics will be given by the instructor to guide the students' learning with the remainder of the content resulting from student investigation of the topic. The instructor will facilitate the learning environment and provide key direction, mini lessons, and background information. The content covered will mirror that covered in a traditional course model but organization will be somewhat fluid and a weekly breakdown is not possible (due to the PBL delivery mode). Topics to be covered (although not in necessarily in this order):

- Properties of water
- The hydrological cycle
- Water balance
- Watershed analysis
- Hydrological processes (precipitation, evaporation, infiltration, interception, soil moisture, run-off)
- Water quality
- Managing water resources

**Data Collection and analysis activities (similar to labs):**

Students will be required to undertake primary data collection and analysis activities to answer the posed question. They will be involved in the following activities which will be assessed in a manner similar to traditional labs (equivalent to eight labs) but will also be incorporated into the final project write-up. The data collection and analysis activities are:

1. Project design (Week 1)
2. Project implementation (Week 2)
3. Data collection (Weeks 3-8) – students will be collecting data on precipitation, evaporation, run-off, soil moisture, temperature, humidity, and other parameters as appropriate
4. Data analysis (Weeks 4-10) – analysis of the collected data will occur in conjunction with continued data collection activities and be completed following collection period



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Abbotsford, BC  
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Tel: (604) 504-7441

**MEMORANDUM**

**TO:** UEC  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** October 3, 2013  
**SUBJECT:** GEOG 304 six-year course review

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The Geography Department requests approval of the six year course review conducted for Geography 304 – Coastal Geomorphology. All updates are indicated and have been made to reflect the current course content.

**Campus Wide Consultation:**

October 17, 2013 – 2:34 p.m.  
From: Rhonda Colwell

I have read this proposal and I have no concerns.



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

COURSE IMPLEMENTATION DATE: January 2005  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                   |                    |             |
|-----------------------------------|--------------------|-------------|
| GEOG 304                          | Geography          | 4           |
| COURSE NAME/NUMBER                | FACULTY/DEPARTMENT | UFV CREDITS |
| The Geography of the Coastal Zone |                    |             |
| COURSE DESCRIPTIVE TITLE          |                    |             |

**CALENDAR DESCRIPTION:**

The coastal zone represents one of the most dynamic and complex environments on the earth's surface and the interaction between the marine, terrestrial, and atmospheric systems results in a wide range of coastal processes and landforms. The coastal zone is also home to approximately 65% of the global population. Understanding the interaction between people and the environment in this dynamic region is key in times of environmental change and sea-level rise. This course will focus on the geomorphic processes operating along the coast resulting in various coastal landforms, and discuss the complex interactions between the human and physical environments in the coastal zone. Field trips outside of regular class times may be required. Please refer to the Department of Geography website for scheduling information.

Note: Credit cannot be obtained for this course if GEOG 302 has been taken prior to 2005 (previously offered as Fluvial and Coastal Geomorphology).

PREREQUISITES: One of GEOG 201, 202, or 219.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: **GEOG 302 if taken prior to 2005** for further credit.

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

**TOTAL HOURS PER TERM:** 75  
**STRUCTURE OF HOURS:**  
 Lectures: 15 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 15 Hrs  
 Student directed learning: 45 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

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

**OTHER:**  
 Maximum enrolment: 25  
 Expected frequency of course offerings: Every other year  
 (every semester, annually, every other year, etc.)

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Claire Beaney</u>         | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Michelle Rhodes</u>      | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Dr. Lucy Lee</u>           | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 304**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Discern and articulate the various physical processes operating in a specific geomorphic environment;
2. Apply geomorphic principles to describe and explain the landforms of a specific environment;
3. Predict the response of a specific geomorphic environment to climate change;
4. Integrate human and physical geographic perspectives to understand complex environmental issues;
5. Evaluate the roles of various stakeholders in a specific environment and discuss key management concerns;
6. Identify and apply the appropriate geographic skills and techniques (data analysis, mapping, GIS etc.) to solve problems commonly seen by professional geoscientists and physical geographers;
7. Demonstrate numerical, written, and verbal competency in the scientific arena;
8. Use professional and respectful communication and work effectively in team settings.

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

Instructional methods include classroom discussions, instructor and student presentations, self-directed learning, laboratory sessions, and field trips.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Davidson-Arnott, R. 2010. *Introduction to Coastal Processes and Geomorphology*. Cambridge University Press.  
 Bird, E. 2008. *Coastal Geomorphology: An Introduction*. Wiley, USA.  
 Masselink, G. Hughes, M., and Knight, J. 2011. *An Introduction to Coastal Processes and Geomorphology*. Arnold, USA.

**SUPPLIES / MATERIALS:**

There may be a fee for field trip costs for this course.

**STUDENT EVALUATION:**

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

|                                            |     |
|--------------------------------------------|-----|
| Project:                                   | 35% |
| Presentation:                              | 20% |
| Poster:                                    | 20% |
| Project timeline and reporting assignment: | 10% |
| Self-reflective journal:                   | 15% |

*An alternative evaluation plan:*

|                          |     |
|--------------------------|-----|
| Project/research paper : | 35% |
| Exams:                   | 20% |
| Lab exercises:           | 25% |
| Presentation:            | 20% |

**COURSE CONTENT:**

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

**Course delivered using PBL:**

This course will be offered using a modified problem-based learning strategy and as such much of the learning and content of the course will be largely determined by the students. Students will be introduced to a real-world problem at the beginning of the course and will then be responsible for determining the strategies and content required to meet the course learning outcomes while answering the posed question. Depending on the problem, fieldtrips to the study site will be arranged. Short mini lessons on key topics will be given by the instructor to guide the students' learning with the remainder of the content resulting from student investigation of the topic. The instructor will facilitate the learning environment and provide key direction, mini lessons, and background information. The content covered will mirror that covered in a traditional course model but organization will be somewhat fluid and a weekly breakdown is not possible (due to the PBL delivery mode). Topics to be covered (although not in necessarily in this order):



**GEOG 304**  
**COURSE NAME/NUMBER**

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

- Coastal processes (waves, currents, tides)
- Coastal landforms
- Sediment transport
- Environmental change and coasts
- Human impact on the coast
- Coastal management

**Traditional course delivery:**

The course may also be offered using a more traditional delivery method that uses lectures, lab exercises, discussion of journal articles, and field trips. Course content (both lecture and lab topics) is as follows:

- Week 1: Introduction to coasts
- Week 2: Waves Dynamics
- Week 3: Wave-produced currents
- Week 4: Tides
- Week 5: Field trip to Crescent Beach & Boundary Bay
- Week 6: Sea level rise
- Week 7 Coastal Sediment Transport
- Week 8: Beach Morphology and Processes
- Week 9: Coastal Landforms 1
- Week 10: Coastal Landforms 2
- Week 11: Human impact on the coast
- Week 12: Coastal Zone Management
- Week 13: Course Review

# MEMO



To: Campus Wide Consultation (CWC)  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013  
Re: Prerequisite Changes to: GEOG 307, GEOG 308, GEOG 318

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The Geography Department requests approval for the following amendments to prerequisites for GEOG 307, GEOG 308, GEOG 318:

- Add GEOG 219 as a prerequisite.

**Rationale:**

GEOG 219 (Biogeography) is a new course which should be added to the existing list of prerequisites.

**Current Prerequisites**

GEOG 307 : GEOG 201

GEOG 308: GEOG 201

GEOG 318: GEOG 201, GEOG 202, GEOG 211, or GEOG 311.

**Effective Date:**

May 2014

**Budget Implications:**

None

**Campus Wide Consultation:**

October 18, 2013 – 9:10 a.m.

From: Rhonda Colwell

I have read this proposal and I have no concerns.



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

COURSE IMPLEMENTATION DATE: January 2006  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| <u>GEOG 307</u>          | <u>Geography</u>   | <u>4</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| <u>Urban Climatology</u> |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

This course explores the climatic effects of urbanization with a focus on the collection and analysis of urban climate data. Human-weather interaction in the urban setting and potential mitigation techniques of negative impacts are also examined.

PREREQUISITES: GEOG 201 or GEOG 219.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** *(department/program)*  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: \_\_\_\_\_ for further credit.

**TOTAL HOURS PER TERM:** 75 **TRAINING DAY-BASED INSTRUCTION:**  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 40 Hrs Hours per day: \_\_\_\_\_  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 20 Hrs  
 Field experience: 15 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 25  
 Expected frequency of course offerings: Once every other year  
*(every semester, annually, every other year, etc.)*

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Steven Marsh</u>          | Date approved: <u>October 2013</u>        |
| Department Head: <u>Dr. Michelle Rhodes</u>      | Date of meeting: <u>October 3, 2013</u>   |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Dr. Lucy Lee</u>           | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 307**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. demonstrate an understanding of the meteorological principles of the urban climate system,
2. use field methods to collect and analyze urban weather data,
3. demonstrate an understanding of the effects of the urbanization on the atmosphere,
4. theorize and develop strategies that mitigate negative urban-climate impacts.

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

The format of the course includes lectures, guest speakers, class discussions, weekly labs, and field work.

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

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

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

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

De Dear, Richard, et al., (eds), 1999. *Biometeorology and Urban Climatology at the turn of the millennium: selected papers from the conference ICB-ICUC'99.* Geneva: World Meteorological Society.

Moussiopoulos, N., 2003. *Air Quality in Cities.* New York: Springer.

Klysik, K., T.R. Oke, K. Fortuniak, C.S.B. Grimmond, and J. Wibig (eds.), 2004. *Proceedings Fifth International Conference on Urban Climate, Vols. 1 and 2.*

Oke, T.R., 1987. *Boundary Layer Climates.* New York: Routledge

Jacobson, Mark Z., 2002. *Atmospheric Pollution. History, Science, and Regulation.* Cambridge: Cambridge University Press.

Brimblecombe, Peter and Robert L. Maynard (eds.), 2001. *The Urban Atmosphere and Its Effects.* London: Imperial College Press.

Gartland, Lisa, 2008. *Heat Islands. Understanding and Mitigating Heat in Urban Areas.* London: Earthscan.

**SUPPLIES / MATERIALS:**

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

|                              |        |
|------------------------------|--------|
| Labs, presentations, reports | 40-60% |
| Exams                        | 40-60% |

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

Lecture Topics:

1. Urban climates.
2. Urban radiation budgets.
3. Anthropogenic heat production.
4. Urban energy balances.
5. Urban roughness and winds.
6. Urban aerosols.
7. Urban effects on cloud and precipitation.
8. Urban water balance.
9. Urban Heat Island.
10. Urban moisture island.
11. Mitigation techniques



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

COURSE IMPLEMENTATION DATE: January 2008  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                |                    |             |
|--------------------------------|--------------------|-------------|
| GEOG 308                       | Geography          | 4           |
| COURSE NAME/NUMBER             | FACULTY/DEPARTMENT | UFV CREDITS |
| Climate Change and Variability |                    |             |
| COURSE DESCRIPTIVE TITLE       |                    |             |

**CALENDAR DESCRIPTION:**

This course investigates the causes and characteristics of regional and global climate change and variability. The significance of understanding past climates and their reconstruction are addressed. Environmental and socio-economic impacts of climate change, policy responses to climate change, and mitigation and adaptation strategies are examined. Field trips outside of class time will be required. Please refer to department website for field trip scheduling information.

Note: Students cannot receive credit for both GEOG 308 and GEOG 401.

PREREQUISITES: GEOG 201 or GEOG 219.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: GEOG 401 for further credit.

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

**TOTAL HOURS PER TERM:** 75

**STRUCTURE OF HOURS:**  
 Lectures: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 30 Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 25  
 Expected frequency of course offerings: Once every other year  
 (every semester, annually, every other year, etc.)

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Steven Marsh</u>          | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 308**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Demonstrate in written and oral form an advanced understanding of the global climate system.
2. Critically analyze both the scientific evidence and the scientific uncertainties associated with global climate change.
3. Describe and assess the potential impacts of global climate change and possible responses to them.
4. Navigate the contentious politics surrounding the debate over global climate change.
5. Explain the science behind reconstructing past climates.
6. Source and interpret climate observations and related collected from third party sources.

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

The format of the course typically includes lectures, assigned readings, class assignments, discussion groups, oral presentations, field trips, and guest speakers.

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

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

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

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

Houghton, John, 2004. Global Warming: The Complete Briefing. Cambridge University Press.  
 Hartmann, Dennis, 1994. Global Physical Climatology. Academic Press: San Diego.  
 Harvey, L.D.D., 2000. Climate and Global Environmental Change. Prentice-Hall: Toronto.  
 Archer, David, 2011. Global Warming Understanding the Forecast 2<sup>nd</sup> Edition. Wiley  
 Flannery, Tim, 2005. The Weather Makers. Harper Collins.  
 Weaver, Andrew, 2008. Keeping Our Cool. Canada in a Warming World. Viking Canada.  
 MacKay, A., R. Battarbee, J. Birks, and F. Oldfield (eds.), 2005. Global Change in the Holocene. Hodder Arnold.  
 Dyer, Gwynne, 2008. Climate Wars. Random House Canada.  
 Dessler, Andrew E., 2012. Introduction to Modern Climate Change. Cambridge University Press.  
 Griffiths, J., M. Rao, F. Adshear, and A. Thorpe, 2009. The Health Practitioner's Guide to Climate Change. Earthscan  
 Walker, G., 2003. Snowball Earth. London: Bloomsbury Press.  
 Oreskes, N. and E.M. Conway, 2010. Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming. London: Bloomsbury Press.

**SUPPLIES / MATERIALS:** None.

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

|                                             |        |
|---------------------------------------------|--------|
| Written and data handling assignments (4-5) | 30-40% |
| Research Reports and presentation           | 15-25% |
| Exams                                       | 35-50% |

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

|            |                                                           |
|------------|-----------------------------------------------------------|
| Week 1     | Introduction to Climate Change and Variability            |
| Week 2     | Perception of Climate Change                              |
| Week 3     | Natural Climate Change                                    |
| Week 4     | Change versus Variability                                 |
| Week 5     | Climates of the Past Week                                 |
| Week 6     | Palaeoclimatology and the Reconstruction of Past Climates |
| Week 7     | Palaeoclimatology Continued                               |
| Week 8     | The Carbon Theory of Climate Change                       |
| Week 9     | Global Warming                                            |
| Week 10    | Future Impacts of a Warmer Climate                        |
| Week 11    | Mitigation of Future Climate Change                       |
| Week 12/13 | Adaptation to a Changing Climate                          |



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

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

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                            |                    |             |
|----------------------------|--------------------|-------------|
| GEOG 318                   | Geography          | 4           |
| COURSE NAME/NUMBER         | FACULTY/DEPARTMENT | UFV CREDITS |
| Water Resources Management |                    |             |
| COURSE DESCRIPTIVE TITLE   |                    |             |

**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: One of the following: GEOG 201, GEOG 202, GEOG 211, GEOG 219, or GEOG 311.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 60

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

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

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Steven Marsh</u>          | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Michelle Rhodes</u>      | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Dr. Lucy Lee</u>           | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |



**GEOG 318**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

Upon successful completion of the course the student 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 advanced written and verbal evidence 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.

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

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

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Artiola, J. F., I. L. Pepper, and M. Brusseau, 2004. Environmental Monitoring and Characterization. Elsevier, London.  
 De Villiers, M., 1999. Water. Stoddart, Toronto.  
 Fagan, B., 2011. Elixir. A history of Water and Humankind. Bloomsbury Press, New York.  
 Gordon, N.D., et al., 2004. Stream Hydrology. An Introduction for Ecologists 2<sup>nd</sup> edition. John Wiley & Sons.  
 Pennington, K.L. and T.V. Cech, 2010. Introduction to Water Resources and Environmental Issues. Cambridge University Press, Cambridge.

**SUPPLIES / MATERIALS:**

Field trip fee may be required.

**STUDENT EVALUATION:**

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

|                        |     |
|------------------------|-----|
| Field work reports     | 30% |
| Research presentations | 40% |
| Exams (2)              | 30% |

**COURSE CONTENT:**

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

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



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

COURSE IMPLEMENTATION DATE: January 2008  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| GEOG 319                 | Geography          | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Swamps and Bogs          |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Swamps and bogs, though typically representing a small portion of the ecosystems that maintain them, provide essential ecosystem function. In this course we will evaluate their function across environmental gradients, their biogeochemistry, and the flora and fauna that they support. In addition, we will evaluate wetland sediments from a variety of wetland types as proxies and archives of past environmental change at a variety of spatial and temporal scales. Field trips outside of class time (required) will emphasize local wetland form and function.

Note: Students with credit for GEOG 417 or BIO 417 cannot take this course for further credit.  
 This course is offered as GEOG 319 and BIO 319. Students may only take one of these for credit.

PREREQUISITES: GEOG 315 or GEOG 317; or BIO 210 and one of BIO 307, BIO 330, or BIO 340. Note: As of May 2015, prerequisites will change to the following: One of: AGRI 204 or 220; BIO 201, 202, 203, 210, or 220; or CHEM 213, 214, 221, or 241; or GEOG 201, 202, 211, 219, 252, or 253.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: GEOG 417/ BIO 417  
 (b) Cross-listed with: BIO 319  
 (c) Cannot take: BIO 319, GEOG417/BIO 417 for further credit.

**TOTAL HOURS PER TERM:** 75 TRAINING DAY-BASED INSTRUCTION:  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 39 Hrs Hours per day: \_\_\_\_\_  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 12 Hrs  
 Field experience: 24 Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**OTHER:**  
 Maximum enrolment: 25  
 Expected frequency of course offerings: every other year  
 (every semester, annually, every other year, etc.)

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

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Jonathan Hughes</u>       | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**GEOG 319**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- Describe wetland classification at regional and global scales.
- Explain biogeochemical cycles that define swamps and bogs and regulate species distributions.
- Collect and describe organic sediments in the field for laboratory analysis.
- Determine and interpret physical qualities of wetland sediments.
- Build on advanced critical thinking, computation, and writing skills to produce scientific reports and oral presentations.
- Develop theoretical knowledge and field skills applicable to the profession of wetland science.

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

Course format will include lectures, presentations, discussions, laboratory sessions, and field trips.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Mitsch, W.J. and Gosselink, J.G. 2007. *Wetlands* (Fourth Edition). New York: John Wiley and Sons, Inc. 600 pp.  
 van der Valk, A.G. 2012. *The Biology of Freshwater Wetlands*. Oxford University Press, 296 pp.  
 Articles from peer-reviewed journals and government reports.

**SUPPLIES / MATERIALS:**

Waterproof field notebook  
 Possible field-trip fee

**STUDENT EVALUATION:**

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

|                                    |     |
|------------------------------------|-----|
| Midterm exam:                      | 20% |
| Presentation:                      | 10% |
| Field and laboratory journal:      | 15% |
| Field report:                      | 20% |
| Wetland plant identification quiz: | 10% |
| Final exam:                        | 25% |

**COURSE CONTENT:**

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

1. Wetlands: Human History, Use, and Science
2. Wetland Definitions with Global Examples
3. Wetland Hydrology
4. Wetland Biogeochemistry
5. Biological Adaptations to the Wetland Environment
6. Wetland Ecosystem Development
7. Wetland Classification
8. Human Impacts and Management of Wetlands
9. Climate Change and Wetlands
10. Values and Valuation of Wetlands
11. Wetland Creation and Restoration
12. Treatment Wetlands
13. Wetland Laws and Protection

**GEOG 319**  
**COURSE NAME/NUMBER**

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

*Course Content Continued:*

**Example field-trip destinations include:**

Cheam Lake wetlands  
Chehalis River riparian  
Great Blue Heron Reserve  
Langley Bog and Derby Creek wetlands  
Surrey Bend Park wetlands  
Burns Bog  
Blackie Spit Park and or Boundary Bay

**Example laboratory activities include:**

Organic matter content determination of wetland soils  
Wetland plant identification  
Plant macrofossil isolation and identification

**When offered as a hybrid online course with field and laboratory components:**

Using problem-based learning, field and laboratory components are combined with online instruction (hybrid model). An example problem-based exercise is to have students forecast the distribution of species in response to future climate change or develop conservation strategies in response to development or natural disturbance.

The course content listed above will be learned by students as they use inquiry-based methods to answer a suite of questions relevant to a specific problem.

Laboratory and field exercises will be completed on a weekly basis during regular class times over the course of the semester; in a condensed field-school format over one week; or in clusters of meetings over the course of the semester. Delivery format depends on when the course is offered.



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: January 2012  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                       |             |
|--------------------------|---------------------------------------|-------------|
| BIO 319                  | Geography                             | 4           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT<br>Swamps and Bogs | UFV CREDITS |
| COURSE DESCRIPTIVE TITLE |                                       |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to GEOG 319 for the official course outline.

**CALENDAR DESCRIPTION:**

Swamps and bogs, though typically representing a small portion of the ecosystems that maintain them, provide essential ecosystem function. In this course we will evaluate their function across environmental gradients, their biogeochemistry, and the flora and fauna that they support. In addition, we will evaluate wetland sediments from a variety of wetland types as proxies and archives of past environmental change at a variety of spatial and temporal scales. Field trips outside of class time (required) will emphasize local wetland form and function.

Note: Students with credit for GEOG 417 or BIO 417 cannot take this course for further credit.  
 This course is offered as GEOG 319 and BIO 319. Students may only take one of these for credit.

PREREQUISITES: GEOG 315 or GEOG 317; or BIO 210 and one of BIO 307, BIO 330, or BIO 340. Note: As of Ma 2015, prerequisites will change to the following: One of: AGRI 204 or 220; BIO 201, 202, 203, 210, or 220; or CHEM 213, 214, 221, or 241; or GEOG 201, 202, 211, 219, 252, or 253.

COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: GEOG 417/BIO 417
- (b) Cross-listed with: GEOG 319
- (c) Cannot take: GEOG 319, GEOG 417/BIO 417 for further credit.

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

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

|                                         |                                        |
|-----------------------------------------|----------------------------------------|
| <input type="checkbox"/> Yes            | <input type="checkbox"/> No            |
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No            |
| <input type="checkbox"/> Yes            | <input checked="" type="checkbox"/> No |

|                                                  |                                           |
|--------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Jonathan Hughes</u>       | Date approved: <u>May 2, 2013</u>         |
| Department Head: <u>Michelle Rhodes</u>          | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>October 18, 2013</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>October 18, 2013</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

# MEMO



To: UEC  
From: Michelle Rhodes, Head, Geography Department  
Date: October 23, 2013  
Re: Six-year review of GEOG 323

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## Proposed

We are requesting the following changes to Geography 323:

- Updating of learning outcomes, readings, and course evaluation

## Rationale for Revisions

GEOG 323 is up for its 4-year (and now 6-year) course revision. Accordingly, readings have been updated to reflect new literature in the field of conflict geographies. Learning outcomes have been updated to include more practice-based outcomes, and are informed by the practice of the course delivery the last two times it has been taught by the course designer.

## Budget Implications

1. *How does your course address the UFV Learning Outcomes?*  
This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency, Use Knowledge and Skills Proficiently, and Communicate Effectively.*
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?*  
This course is an option in the BA, major in Geography.
3. *What consideration has been given to indigenizing the curriculum?*  
This course includes consideration of the role of indigenous peoples and indigenous spaces in conflict, terror, and peace, particularly in Meso-America, West Africa, and Southeast Asia.
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:*

No change is anticipated.

- a. *Credit value:* 4.0 credits
- b. *Class size limit:* 28
- c. *Frequency of offering:* every other year
- d. *Resources required (labs, equipment):* none beyond existing resources already used for course

5. *If this course is not eligible for PLAR, explain why.*  
It is eligible.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?*  
Course usually does not have a field trip. If one is required, the dates will be available 30+ days in advance on the Geography department website. Students would be responsible for 50% of the field trip costs.
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*  
Between \$60 and \$80 for texts.

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Friday, October 18, 2013 9:16 AM  
**To:** Myra Hughes; Michelle Rhodes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: 8 - GEOG 323 - Six year review

I have read this proposal and I want to confirm the change in prereqs. The removal of GEOG 233 makes sense to me because it is rarely offered and usually on an AIG or Study Tour. I am questioning the change from GEOG 241 to GEOG 242 to ensure that this is what is wanted. Again, I cannot remember this part of our conversation, Michelle ☺.

Please add the Note: Students with credit for GEOG 300C may not take GEOG 323 for further credit under the Calendar Description.

**From:** Michelle Rhodes  
**Sent:** Friday, October 18, 2013 9:47 AM  
**To:** Rhonda Colwell; Myra Hughes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: 8 - GEOG 323 - Six year review

The exclusion of GEOG 233 and 241 was intentional. We often have students who take GEOG 241 in their first year, as there are no pre-reqs. But there's little in this course that applies to what is taught in GEOG 323. If a student only has one or two Geography courses, I'd prefer it were GEOG 240 or 242.

We'll add the note.

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**From:** Rhonda Colwell  
**Sent:** October-18-13 10:34 AM  
**To:** Michelle Rhodes; Myra Hughes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: 8 - GEOG 323 - Six year review

Thanks for this confirmation Michelle. I have no further concerns.



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

COURSE IMPLEMENTATION DATE: September 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                                        |                    |             |
|----------------------------------------|--------------------|-------------|
| GEOG 323                               | Geography          | 4           |
| COURSE NAME/NUMBER                     | FACULTY/DEPARTMENT | UFV CREDITS |
| Geography of War, Terrorism, and Peace |                    |             |
| COURSE DESCRIPTIVE TITLE               |                    |             |

**CALENDAR DESCRIPTION:**

This course in geopolitics focuses on how space and place shapes, and is shaped by, terrorism and war. The focus is on conflict emerging from and after the Cold War, and in particular on geographies of conflict between 1991 and today. Topics include the diffusion and globalization of war and terrorism; gendered, ethnic, and religious spaces of conflict; the surveillance of and conflict in urban settings; the role of natural resources (oil, minerals, and drugs) in war; the ecological impacts of war; and landscapes of peace, remembrance, and post-war recovery. Field trips outside of class time may be required. Refer to the Department of Geography website for field trip information.

Note: Students with credit for GEOG 300C may not take GEOG 323 for further credit.

**PREREQUISITES:** One of the following: GEOG 233, 240, 241; CRIM 214C; POSC 190, 230  
 Note: As of May 2015, prerequisites will change to the following: 45 university-level credits, or one of: GEOG 240, GEOG 242, CRIM 214C, POSC 230, or POSC 260.

**COREQUISITES:**  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** **SERVICE COURSE TO:** (department/program)  
 (a) Replaces: GEOG 300C  
 (b) Cross-listed with: \_\_\_\_\_  
 (c) Cannot take: GEOG 300C for further credit.

**TOTAL HOURS PER TERM:** 60 TRAINING DAY-BASED INSTRUCTION:  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: 32 Hrs Hours per day: \_\_\_\_\_  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
**OTHER:**  
 Field experience: 8 Hrs Maximum enrolment: 28  
 Student directed learning: \_\_\_\_\_ Hrs Expected frequency of course offerings: Every other year  
 Other (specify): \_\_\_\_\_ Hrs (every semester, annually, every other year, etc.)

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

|                                                     |                                           |
|-----------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Dr. Michelle Rhodes</u>      | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Dr. Michelle Rhodes</u>         | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Dr. Jacqueline Nolte</u>      | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |



**GEOG 323**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Apply core human geographic concepts, including region, distribution, interaction, diffusion, landscape, ecology, and others to the study of war, terrorism, and peace;
2. Explain how a geographic approach can aid in understanding how war and terrorism emerges;
3. Identify geographic strategies and tools used in terrorist threat detection, appropriate response to terrorist activities; and efforts to create geopolitical stability;
4. Critically analyze the roles that spaces of gender, indigeneity, and faith play in the conduct, embodiment, impacts, and resolution of conflict;
5. Deconstruct arguments found in academic literature, and construct original thesis arguments using secondary resources and, if field study is involved, first-hand observation;
6. Collaborate with peers in identifying common and divergent themes and ideas among multiple case studies.
7. Collect and utilize information from academic materials, newspapers, websites, and other sources, so as to critically interpret conflict-related issues within a written report and verbal presentation.

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

Lecture and seminar, with AV materials used. Field trips may also be scheduled.

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

Examination(s)                       Portfolio assessment     Interview(s)

Other (specify):

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

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

*Video:*

Disney, A., prod. 2008. *Pray the Devil Back to Hell*. Roco Films.

Readings from the following texts

- Cutter, S. 2003. *Geographical Dimensions of Terrorism*. Routledge.
- Ingram, A., and Dodds, K. 2009. *Spaces of Security and Insecurity*. Burlington, VT: Ashgate. Graham, Stephen, ed. 2004. *Cities, War, and Terrorism*. Blackwell Publishing

Course Reader, including readings such as the following (final syllabus will vary):

- Alvarez, L. 2009. "Gi Jane Breaks the Combat Barrier", *New York Times* August 15, 2009. Available on-line at [www.nytimes.com](http://www.nytimes.com).
- Blumen, O., and S. Halevi. 2008. "Staging Peace through Gendered Demonstration: Women in Black in Haifa, Israel." *Annals of the Association of American Geographers* 99 (5): 977-985.
- De la Calle, L., and Sanchez-Cuenca, I. 2012. "Rebels without a Territory: An Analysis of Non-territorial Conflicts in the World, 1970-1997", *Journal of Conflict Resolution* 56 (4): 580-603.
- Gong, H., and Keenan, K. 2012. "The Impact of 9/11 on Financial Services in New York: A Few Years Later", *Professional Geography* 64 (3): 370-388.
- Graham, S., 2007. "Demodernizing by Design: Everyday Infrastructure and Political Violence", in *Violent Geographies*, ed. by D. Gregory. Routledge.
- Gregory, D. 2011. "The Everywhere War", *Geographical Journal* 177 (3): 238-250.
- Hoffman, B. 1998. "Defining Terrorism," repr. in *Terrorism and Counterterrorism: Understanding the new security environment*, ed. by R.D. Howard and R.L. Sawyer, 3-23. Guilford, CT: McGraw-Hill.
- Kuletz, V. 2001. "Invisible Spaces, Violent Places: Cold War Nuclear and Militarized Landscapes", in *Violent Environments*, ed. by N.L. Peluso and M. Watts, 237-260. Ithaca, NY: Cornell University Press.
- LeBillion, P. and Cervantes, A. 2008. "Oil Prices, Scarcity, and the Geography of War," *Annals of the Association of American Geographers* 99 (5): 836-44.
- Marcuse, P. 2004. "The 'War on Terrorism' and Life in Cities after September 11, 2001," in *Cities, War, and Terrorism*, ed. by S. Graham, 263-275. Blackwell Publishing.

**GEOG 323  
COURSE NAME/NUMBER**

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

**Readings Continued**

- Orugun, P. 2010. "Resource Control, Revenue Allocation, and Petroleum Politics in Nigeria: the Niger Delta Question", *Geojournal* 75 (5): 457-509.
- Tsutsui, W. 2003. "Landscapes in the Dark Valley: Toward an environmental history of wartime Japan." *Environmental History* 8: 294-311.
- Tucker, R. 2004. "The Impact of Warfare on the Natural World: A Historical Survey," in *Natural Enemy, Natural Ally*, ed. by R.P. Tucker and E. Russell, 15-41. Corvallis, OR: Oregon State University Press.
- Watts, M. 2001. "Petro-Violence: Community, Extraction, and Political Ecology of a Mythic Commodity", in *Violent Environments*, ed. by N.L. Peluso and M. Watts, 189-212. Ithaca, NY: Cornell University Press.
- Winters, H. 1998. "Chapter 2: Too Much and Too Wet: The Civil War Mud March and Flanders' Fields", in *Battling the Elements*. Baltimore, MD: John Hopkins University Press.

**SUPPLIES / MATERIALS:**

No extra supplies or materials required.

**STUDENT EVALUATION:**

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

|                                      |     |
|--------------------------------------|-----|
| Midterm exam                         | 20% |
| Active participation in group, class | 10% |
| Thesis development exercise          | 5%  |
| Abstract for paper                   | 5%  |
| Proposal for paper                   | 5%  |
| Summary report                       | 5%  |
| Literature review                    | 25% |
| Final exam                           | 25% |

**COURSE CONTENT:**

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

- Week 1: Introduction, Course Syllabus; Defining War, Terrorism, and Peace; The Cold War and post-Cold War Global Maps of Conflict
- Week 2: Political Geography: history, concepts and contributions; War and Terrorism as a Geographic Phenomena; Diffusion of war and terrorism: The neighbourhood effect, globalization, and "glocalization"
- Week 3: Geographic technologies in surveillance and war; Surveillance and the control over space; preparation and response
- Week 4: Domestic Terrorism in North America; Geography of Violence and Development
- Week 5: Impacts of Warfare and Terrorism on the Gendering of Spaces; Religion, Migration, and Conflict
- Week 6: Ethnic Cleansing and Genocide
- Weeks 7-8: Resources and Conflict
- Weeks 9-10: *Urbicide* and the Urban Geography of War and Terrorism; Post 9-11 New York City; The Geography of Military Industrial Complexes
- Week 11: Landscapes of War, Terrorism and Peace, from the Cold War and Beyond; Constructing Loss: Landscapes of remembrance—*Case studies from the US, Japan, Germany, etc.*
- Week 12: Environmental Factors during Wartime; Ecological Impacts of War and Terrorism
- Weeks 13-14: Ecological Impacts of War and Terrorism; Geographies of Peace and Diplomacy

# MEMO



**To:** Campus Wide Consultation (CWC)  
**From:** Michelle Rhodes, Head, Geography Department  
**Date:** October 3, 2013  
**Re:** Changes to GEOG 396 and 398, and cross-lists

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**Proposed:**

We are proposing the following changes to Geography 396 and 398, and their cross-lists:

- Title Change
- Minor revisions to the course description
- Minor rewording/ restructuring of learning outcomes
- Revisions to course sizes

**Rationale:**

The proposed changes are designed to make GEOG 396 and its cross-lists (SOC 396 and GDS 310) and GEOG 398 and its cross-lists (SOC 398 and GDS 311) less defined as development-focused. The title change creates a general internship shell that can be used for any Geography/ Sociology/ GDS internship, as approved by the internship coordinator and Dean of Arts.

Changes to the course size reflect the impact of the Directed and Independent Studies policy on internship courses. Larger groups of students (i.e. more than 6) may be approved for internship placements only after consultation with the Dean.

The learning outcomes were revised to adhere to current structure used in OCOs.

**Budget Implications:**

None.

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Friday, October 18, 2013 9:31 AM  
**To:** Myra Hughes; Michelle Rhodes  
**Cc:** Stephen Piper; Sydney Lamirand; Garry Fehr; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 9 GEOG 396 and 398 - course revisions

I have read this proposal and I noticed that all outlines use "Independent Studies" in the Note following the Calendar Description with the exception of GDS 311 – it states "Directed Studies". It doesn't matter to me which phrase is used, just that all outlines use the same one. Other than that, I have no concerns.

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**From:** Michelle Rhodes  
**Sent:** Friday, October 18, 2013 9:50 AM  
**To:** Rhonda Colwell; Myra Hughes  
**Cc:** Stephen Piper; Sydney Lamirand; Garry Fehr; Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 9 GEOG 396 and 398 - course revisions

Thanks! We'll make that change--it'll say 'Independent Studies'.

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**From:** Samantha Pattridge  
**Sent:** October-18-13 12:56 PM  
**To:** Rhonda Colwell; Michelle Rhodes; Myra Hughes  
**Cc:** Stephen Piper; Sydney Lamirand; Garry Fehr; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 9 GEOG 396 and 398 - course revisions

The correct term here would be Independent Study (meaning a standard course is offered to students on an individual basis). A directed study is normally a course shell designed so students can propose their own research or other special projects and work one-on-one with a faculty member.



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

COURSE IMPLEMENTATION DATE: September 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| GEOG 396                 | Geography          | 6           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| Canada Internship        |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

Experiential learning is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This will normally involve a three-day-per-week practicum in a multi-disciplinary local setting with a NGO or other organization for a total of 13 weeks. The number of hours per week that a student actually works in his/her placement may vary according to the needs and practices of the NGO.

Note: This course is offered through Independent Studies as GEOG 396, GDS 310, and SOC 396. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: GDS 310/SOC 396  
 (c) Cannot take: GDS 310/SOC 396 for further credit.

|                                      |            |                                                                            |
|--------------------------------------|------------|----------------------------------------------------------------------------|
| <b>TOTAL HOURS PER TERM:</b>         | <b>336</b> | <b>TRAINING DAY-BASED INSTRUCTION:</b>                                     |
| <b>STRUCTURE OF HOURS:</b>           |            | Length of course: _____                                                    |
| Lectures: _____ Hrs                  |            | Hours per day: _____                                                       |
| Seminar: <u>21</u> Hrs               |            |                                                                            |
| Laboratory: _____ Hrs                |            |                                                                            |
| Field experience: <u>315</u>         |            |                                                                            |
| Student directed learning: _____ Hrs |            | <b>OTHER:</b>                                                              |
| Other (specify): _____ Hrs           |            | Maximum enrolment: _____                                                   |
|                                      |            | Variable, determined in Consultation with Dean of Arts on a per term basis |
|                                      |            | Expected frequency of course offerings: <u>every term</u>                  |
|                                      |            | (every semester, annually, every other year, etc.)                         |

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

|                                                       |                                           |
|-------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Cherie Enns and Garry Fehr</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>               | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                        | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>   | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>            | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval      |                                           |

**GEOG 396**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Build on knowledge learned in the workplace to future academic coursework, future career opportunities, or independent research.
4. Examine his or her own values relative to those of an employer.
5. Learn to reconcile and understand differences and commonalities within the context of community development or sustainability work.
6. Effectively express, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

The primary emphasis in this integrative seminar will be on group discussion of issues that come up in the internship setting, and on the presentation of community development cases, theories, and ethical dilemmas in the practice setting. Selected topics will also be covered from time to time depending on student-identified learning needs and interests. Students may be required to attend a concurrent seminar which will integrate development theory and practice. In addition, students will work with the department to secure placement(s), prepare for their internship, and coordinate debriefing when the practicum is completed.

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

Examination(s)       Portfolio assessment       Interview(s)

Other (specify):

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

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

Babacan, H. and N. Gopalkrishnan (2001) Community work partnerships in a global context, *Community Development Journal*, 36:1, 3-17.

Bradshaw, T. K. (2000) Complex community development projects: collaboration, comprehensive programs, and community coalitions in complex society, *Community Development Journal*, 36:1, 3-17.

Burden, J. (2000). Community building, volunteering and action research. *Loisir et Societe/Society and Leisure*, 23(2), 353-370.

Bradshaw, T. K. (2000) Complex community development projects: collaboration, comprehensive programs, and community coalitions in complex society, *Community Development Journal*, 36:1, 3-17.

Sax, L.J. & Austin, A.W. (1997). The benefits of service: Evidence from undergraduates. *Educational Record*, 78(3-4), 25-32.

Course pack of selected readings. Possible readings include:

Babacan, H. and N. Gopalkrishnan (2001) Community work partnerships in a global context, *Community Development Journal*, 36:1, 3-17.

Dekker, P. and L. Halman (2003) *The Values of Volunteering: Cross-cultural Perspectives*, New York: Kluwer Academic/Plenum Publishers.

Lauer, S. (1993) Principle for successful community development. In community based approaches to rural development: principles and practices, Bruce, D. and Whita, M. (eds), pp. 1-8.

Seyfang, G. (2004) Time banks: rewarding community self-help in the inner city? *Community Development Journal*, 39:1, 62-71.

Williams, L. (2004) Culture and community development: towards new conceptualizations and practice, *Community Development Journal*, 39:4, 345-359.

**GEOG 396**  
**COURSE NAME/NUMBER**

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

**SUPPLIES / MATERIALS:**

Students are responsible for all costs associated with the practicum and transportation to and from the internship setting. Please note that in selected cases, funding and/or grants to assist with costs of placement are available.

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

All internship experience is graded on a Credit/No Credit basis. The agency supervisor recommends the grade to the UFV faculty liaison. The final grade for this course will be assigned by the faculty liaison when the required number of hours and all required assignments have been completed satisfactorily.

The grade of Credit/No Credit will be based on satisfactory completion of the following:

1. Satisfactory completion of annotated bibliography of relevant readings prior to start of internship
2. Satisfactory participation in biweekly seminar class (if relevant to placements)
3. Satisfactory mid-term evaluation completed by the agency supervisor
4. Satisfactory end of term evaluation completed by the agency supervisor (including confirmation of required number of hours)
5. Satisfactory completion of weekly work plans and/or work journal
6. Internship portfolio: The internship portfolio should contain the following components, at the minimum:
  - Title page
  - Table of contents
  - Internship learning goals document (signed)
  - Weekly journal entries
  - Internship sponsoring organization information (any brochures on the organization, organization's mission, etc.)
  - At least three samples of internship work product (memos or letters, marketing materials, project reports, etc.)
  - Completed on-site supervisor evaluation form
  - Letter of recommendation from on-site supervisor or one of your other colleagues at the internship organization
  - Resume excerpt – these are the bullet points to update resume to reflect internship experience.
  - Post-internship reflection paper – this is a 3-5 page paper giving a description of your internship duties, discussing your internship learning goals and assessing whether you achieved your goals

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

Internship placements are to be coordinated with the department prior to the beginning of the semester.

**Week:**

1. Introduction and overview of seminar course content, expectations, and assignments
2. The purpose of an internship/issues from the field
3. Planning to learn / Getting started / Using supervision / Issues from the field
4. Signed learning contract due
5. Sponsor agency context/Goals/Values issues from the field
6. Issues from the field
7. Mid-term/ agency supervisor evaluation due
8. In-class internship presentations
9. Issues from the field
10. In-class internship presentations
11. Issues from the field
12. Internship portfolio and debriefing



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: September 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                   |             |
|--------------------------|-----------------------------------|-------------|
| <u>GDS 310</u>           | <u>Global Development Studies</u> | <u>6</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT                | UFV CREDITS |
| <u>Canada Internship</u> |                                   |             |
| COURSE DESCRIPTIVE TITLE |                                   |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 396** for the official course outline.

**CALENDAR DESCRIPTION:**

Experiential learning is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This will normally involve a three-day-per-week practicum in a multi-disciplinary local setting with a NGO or other organization for a total of 13 weeks. The number of hours per week that a student actually works in his/her placement may vary according to the needs and practices of the NGO.

Note: This course is offered through Independent Studies as GEOG 396, GDS 310, and SOC 396. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 396/SOC 396
- (c) Cannot take: GEOG 396/SOC 396 for further credit.

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

\_\_\_\_\_  
 \_\_\_\_\_

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

Yes  No

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

Yes  No

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

Yes  No

|                                                         |                                           |
|---------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Cherie Enns &amp; Garry Fehr</u> | Date approved: <u>October 2013</u>        |
| Department Head: <u>Michelle Rhodes</u>                 | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                           |





**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: May 2010  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                          |                                           |             |
|--------------------------|-------------------------------------------|-------------|
| <u>SOC 396</u>           | <u>Social, Cultural and Media Studies</u> | <u>6</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT                        | UFV CREDITS |
| <u>Canada Internship</u> |                                           |             |
| COURSE DESCRIPTIVE TITLE |                                           |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 396** for the official course outline.

**CALENDAR DESCRIPTION:**

Experiential learning is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This will normally involve a three-day-per-week practicum in a multi-disciplinary local setting with a NGO or other organization for a total of 13 weeks. The number of hours per week that a student actually works in his/her placement may vary according to the needs and practices of the NGO.

Note: This course is offered through Independent Studies as GEOG 396, GDS 310, and SOC 396. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 396/ GDS 310
- (c) Cannot take: GEOG 396/ GDS 310 for further credit.

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Yes  No

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

Yes  No

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

Yes  No

|                                                         |                                          |
|---------------------------------------------------------|------------------------------------------|
| Course designer(s): <u>Cherie Enns &amp; Garry Fehr</u> | Date approved: <u>October 3, 2013</u>    |
| Department Head: <u>Michelle Rhodes</u>                 | Date of meeting: <u>October 11, 2013</u> |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>November 8, 2013</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>November 8, 2013</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>November 8, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                          |



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

COURSE IMPLEMENTATION DATE: January 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

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

|                          |                    |             |
|--------------------------|--------------------|-------------|
| <u>GEOG 398</u>          | <u>Geography</u>   | <u>6</u>    |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT | UFV CREDITS |
| International Internship |                    |             |
| COURSE DESCRIPTIVE TITLE |                    |             |

**CALENDAR DESCRIPTION:**

The internship placement is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This is a five-day-per-week practicum in a multi-disciplinary international setting with a NGO or government agency for 8-12 weeks in another country, and two weeks of debriefing and analysis back in Canada.

Note: This course is offered through Independent Studies as GEOG 398, GDS 311, and SOC 398. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):** \_\_\_\_\_ **SERVICE COURSE TO:** (department/program) \_\_\_\_\_  
 (a) Replaces: \_\_\_\_\_  
 (b) Cross-listed with: GDS 311/SOC 398  
 (c) Cannot take: GDS 311/SOC 398 for further credit.

**TOTAL APPROX HOURS/TERM:** 340 TRAINING DAY-BASED INSTRUCTION:  
**STRUCTURE OF HOURS:** Length of course: \_\_\_\_\_  
 Lectures: \_\_\_\_\_ Hrs Hours per day: \_\_\_\_\_  
 Seminar: 20 Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 320 Hrs  
**OTHER:**  
 Student directed learning: \_\_\_\_\_ Hrs Maximum enrolment: Variable, determined in consultation  
 Other (specify): \_\_\_\_\_ Hrs with Dean of Arts on a per term basis  
 Expected frequency of course offerings: every term  
 (every semester, annually, every other year, etc.)

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

|                                                         |                                           |
|---------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Cherie Enns &amp; Garry Fehr</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>                 | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Note</u>               | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                           |

**GEOG 398**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Build on knowledge learned in the workplace to future academic coursework, future career opportunities, or independent research.
4. Examine his or her own values relative to those of an employer
5. Learn to reconcile and understand differences and commonalities within the context of community development or sustainability work.
6. Effectively express, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

The primary emphasis in the online seminar will be on group discussion of issues that come up in the internship setting, and on the presentation of community development cases, theories, and ethical dilemmas in the practice setting. Selected topics will also be covered from time to time depending on student-identified learning needs and interests.

Students may be required to participate in an online seminar class on the integration of development theory and practice. In addition, students will work with the department to arrange placement, prepare for their internship, secure additional directed studies credits and coordinate debriefing when the internship is completed.

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

- Examination(s)       Portfolio assessment       Interview(s)
- Other (specify):
- PLAR cannot be awarded for this course for the following reason(s):

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

Epprecht, Marc (2004) "Work-study abroad courses in international development studies: some ethical and pedagogical issues", *Canadian Journal of Development Studies*, Vol 25, No.4, pp.687-706.

Sachs, J. (2005) *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books.

Nichols, P. (2006) *Social Survey methods: A Fieldguide for Development Workers*. London, Oxfam.

Stiglitz, J. (2002). *Globalization and its discontents*. Toronto: Penguin Books.

Stackhouse, J. (2000). *Out of poverty and into something more comfortable*. Random House of Canada.

Course pack of selected readings. Reading may include the following:

Betts, P., Montavlo, J., Scott, J., Peron, J., Olojedo, O., & McKay, D. (1994). From programmes to projects: Students experiences in international sustainable development.

Keen, C., & Baldwin, E. (2004). Students promoting economic development and environmental sustainability: An analysis of the impact of involvement in a community-based research and service learning project. *International Journal of Sustainability and Higher Education*, 5(4), 384-394.

Ravanera.Z.R, Rajulton, F. & Turcotte, P. (2003). Youth integration and social capital: An analysis of the Canadian general social surveys on time us. *Youth & Society*, 35(2), 158-182.

Smith, Heather (2003) "Disrupting Internationalism and Finding the Others" in *Feminist Perspectives on Canadian Foreign Policy*, Sjolander, Smith and Stienstra (eds), London: Oxford University Press.

Welsh, Jennifer (2004) *At Home in the World: Canada's Global Vision for the 21<sup>st</sup> Century*, Toronto: HarperCollins.

**GEOG 398**  
**COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)****SUPPLIES / MATERIALS:**

Students are responsible for all costs associated with the placement, including criminal records reviews and transportation to and from the internship setting. Please note that in selected cases funding and/or grants to assist with costs of placement are available.

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

All internship experience is graded on a Credit/No Credit basis. The agency supervisor recommends the grade to the UFV faculty liaison. The final grade for GEOG 398 will be assigned by the faculty liaison when the required number of hours and all required assignments have been completed satisfactorily.

The grade of Credit/No Credit for GEOG 398 will be based on satisfactory completion of the following:

- 1) Satisfactory completion of annotated bibliography of relevant readings prior to start of internship.
- 2) Satisfactory Participation in online seminar class or face to face discussion groups based upon assigned readings (if placement allows).
- 3) Satisfactory mid-term evaluation completed by the agency supervisor
- 4) Satisfactory end of term evaluation completed by the agency supervisor (Including confirmation of required number of hours)
- 5) The maintenance of a reflective journal or weekly work plans. If a reflective journal is used, the journal should be comprised of day to day records and observations, data (where useful) and reflections on the opportunities and challenges encountered during the internship. It may include photocopies of photographs, drawings, and other supporting materials. This journal is about the process of experiential learning. The journal will be a useful resource when preparing your portfolio.
- 6) A critical response paper. The critical response paper will critically examine the role and activities of the internship by connecting them with the required readings and other relevant coursework completed prior to the internship placement. The paper should be approximately 10 pages or 2500 words in length.
- 7) Portfolio - The internship portfolio should contain the following components:
  - Title Page
  - Table of Contents
  - Internship Learning Goals Document (signed)
  - Internship Sponsoring Organization Information, e.g. any brochures on the organization, organization's mission, etc.
  - Reflective Journal
  - At least two samples of internship work product, e.g. memos or letters, marketing materials, project reports, etc.
  - Completed On-site Supervisor Evaluation Form
  - Resume Excerpt – These are the bullet points to update resume to reflect internship experience.
  - Post-Internship Critical Response Paper

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

Semester prior to internship placement includes coordinating all details and training related to placement

**Week 1-2** Determining work plan and learning outcomes

**Week 2-6** Interactive on-line seminar of topics relevant to placement. Potential topics include cross-cultural communication, research methods, gender roles, organizational change, rights-based development, role of the development agency, and regional information relevant to placements. All are topics that student should be familiar with but may need to review given internship context

**Week 7** Interim evaluation

**Week 8-10** Complete work plan and reflective journal

**Week 11-13** Complete critical response paper, portfolio, and debriefing sessions



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: May 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                 |                                   |             |
|---------------------------------|-----------------------------------|-------------|
| <u>GDS 311</u>                  | <u>Global Development Studies</u> | <u>6</u>    |
| COURSE NAME/NUMBER              | FACULTY/DEPARTMENT                | UFV CREDITS |
| <u>International Internship</u> |                                   |             |
| COURSE DESCRIPTIVE TITLE        |                                   |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 398** for the official course outline.

**CALENDAR DESCRIPTION:**

The internship placement is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This is a five-day-per-week practicum in a multi-disciplinary international setting with a NGO or government agency for 8-12 weeks in another country, and two weeks of debriefing and analysis back in Canada.

Note: This course is offered through Independent Studies as GEOG 398, GDS 311, and SOC 398. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 398/SOC 398
- (c) Cannot take: GEOG 398/SOC 398 for further credit.

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

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

|                                                         |                                           |
|---------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Cherie Enns &amp; Garry Fehr</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>                 | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                           |



**CROSS-LISTED COURSE OUTLINE**

COURSE IMPLEMENTATION DATE: May 2009  
 COURSE REVISED IMPLEMENTATION DATE: \_\_\_\_\_  
 COURSE TO BE REVIEWED: \_\_\_\_\_  
 (six years after UEC approval) (month, year)

**CROSS-LISTED COURSE OUTLINE INFORMATION**

This is a cross-listed course. Only one official course outline exists for this course, listed under the original course name and number. Please refer to the official course outline for full course information.  
**Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor**

|                                 |                                   |             |
|---------------------------------|-----------------------------------|-------------|
| <u>SOC 398</u>                  | <u>Global Development Studies</u> | <u>6</u>    |
| COURSE NAME/NUMBER              | FACULTY/DEPARTMENT                | UFV CREDITS |
| <u>International Internship</u> |                                   |             |
| COURSE DESCRIPTIVE TITLE        |                                   |             |

**OFFICIAL COURSE OUTLINE:**

This is a cross-listed course. Please refer to **GEOG 398** for the official course outline.

**CALENDAR DESCRIPTION:**

The internship placement is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This is a five-day-per-week practicum in a multi-disciplinary international setting with a NGO or government agency for 8-12 weeks in another country, and two weeks of debriefing and analysis back in Canada.

Note: This course is offered through Independent Studies as GEOG 398, GDS 311, and SOC 398. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.

COREQUISITES:

PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: GEOG 398/GDS 311
- (c) Cannot take: GEOG 398/GDS 311 for further credit.

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

\_\_\_\_\_  
 \_\_\_\_\_

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

|                                                         |                                           |
|---------------------------------------------------------|-------------------------------------------|
| Course designer(s): <u>Cherie Enns &amp; Garry Fehr</u> | Date approved: <u>October 3, 2013</u>     |
| Department Head: <u>Michelle Rhodes</u>                 | Date of meeting: <u>October 11, 2013</u>  |
| Campus-Wide Consultation (CWC)                          | Date approved: <u>November 8, 2013</u>    |
| Curriculum Committee chair: <u>Amanda McCormick</u>     | Date approved: <u>November 8, 2013</u>    |
| Dean/Associate VP: <u>Jacqueline Nolte</u>              | Date of meeting: <u>November 22, 2013</u> |
| Undergraduate Education Committee (UEC) approval        |                                           |

# MEMO



To: Campus Wide Consultation  
From: Michelle Rhodes, Head, Geography Department  
Date: 20 August 2013 ([updated October 25, 2013](#))  
Re: BSc, Honours Physical Geography Program

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## Proposed

We are requesting the following changes to the Honours Physical Geography (BSc) course offerings:

- Reduction of required credits to 120, from current 132 credits
- Removal of 'breadth' requirement—additional 12 credits in a single discipline outside of Geography

## Rationale

The Honours program in Geography has been in place since 2008. In that time, about a dozen students have graduated with an Honours in Geography designation, while many other students during this time have completed independent studies research projects equivalent to, in some cases, the calibre of Honours research projects. The most significant barriers to completing the Honours degree remain time and cost of completion. Removing the extra 12 credits required for an Honours degree would help the department to organize more student research under the umbrella of the Honours program, and reward high-achieving students who cannot otherwise complete the additional coursework. This change was also recommended by the external reviewers involved in the departmental review.

Students will still be required to complete GEOG 354, GEOG 491 (or approved alternative), and GEOG 492 or GEOG 493, and STAT 315 (BSc only), none of which are required for non-Honours students.

## Budget Implications

This change should reduce the cost of the program to both the student and the institution. By requiring fewer credits, the student is using fewer (subsidized) institutionally provided resources. It also reduces the possibility, albeit rare, that a student completing an Honours degree would complete both their Honours research projects (through Independent Studies) as well as other Independent Studies courses. The streamlined program change would funnel more of the student demand for research opportunities into the Honours structure.

## Institutional Learning Outcomes

This program will continue to address multiple ILOs, namely *Analyze Critically and Imaginative, Initiative Inquiries and Develop Solutions* and *Pursue Self-Motivated and Reflective Learning* (through research design and completion); *Engage in Respectful and Professional Practices* (through collaboration with professionals in the field); and *Contribute Regionally and Globally* (#9).

## Timeline for Implementation

The department is requesting this change to be available as soon as possible, and in time for the 2014-15 (Fall) if not sooner.

## Calendar Copy: BSc, Honours Geography

### Program requirements

In addition to the requirements for the [Bachelor of Science](#) and for the [Physical Geography major](#), Physical Geography Honours students will need to complete the following:

1. ~~432-120~~ credits, including:

- A minimum of 64 credits of Geography;
- ~~A breadth requirement of 3 upper-level courses (9-12 credits) to be completed in another Science discipline (biology, chemistry, CIS, computing science, mathematics, physics); and~~
- GEOG 354.
- **STAT 315**

2. An original research project, completed as part of:

- One of the following courses: GEOG 400G, 400J, 402, 410, 417, 458, or 491; and
- GEOG 493.

3. Minimum CGPA of 3.33.

### Research project

Successful completion of a research project is required prior to graduation. This project is developed in consultation with a faculty supervisor and demonstrates a student's advanced skills and knowledge in a given area of physical geography.

Students will complete this project in two courses. In the first course, the student will design and collect data for their project. This will be completed as part of GEOG 491 (Honours Research Design and Data Collection), or an equivalent third-year internship or fourth-year research-intensive course approved by the department. Students will then register in GEOG 493 (Honours Research Project in Physical Geography/GIS) to complete the data analysis and project write-up.

Each honours student will disseminate their research findings in a presentation to an academic audience (e.g. professional conference or department seminar) as well as through an academic research poster or alternative. Following project completion and presentation, the honours supervisor in consultation with a second reader, will assign a grade for GEOG 493.

### GPA requirement

A CGPA of least 3.33 or higher, including the mark awarded for the final research project, must be attained in order for an honours designation to be awarded.

### Program outline



This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                | Title                                              | Credits |
|-----------------------|----------------------------------------------------|---------|
| GEOG 101              | Weather and Climate                                | 4       |
| GEOG 102              | Evolution of the Earth's Surface                   | 4       |
| or GEOG 116           | Introduction to Geology                            |         |
| GEOG 140              | Introduction to Human Geography                    | 3       |
| GEOG 201              | Introduction to Climatology                        | 4       |
| GEOG 202              | Introduction to Geomorphology                      | 4       |
| GEOG 211              | Environmental Science                              | 3       |
| or GEOG 257/CMNS 257  | Environment: Science and Communications            |         |
| GEOG 252              | Explanation in Geography: Quantitative Methods     | 4       |
| GEOG 253              | Introduction to Geographic Information Systems     | 4       |
| MATH 270/<br>STAT 270 | Introduction to Probability and Statistics         | 4       |
| PHYS 101              | Introductory General Physics: Mechanics and Fluids |         |
| or PHYS 111           | Mechanics                                          | 5       |
| <b>One pair of:</b>   |                                                    | 10      |
| BIO 111               | Introductory Biology I                             |         |
| and BIO 112           | Introductory Biology II                            |         |
| or CHEM 113           | Principles of Chemistry I                          |         |
| and CHEM 114          | Principles of Chemistry II                         |         |

**Upper-level requirements: ~~52-56~~47-49 credits**

| Course                       | Title                                                                                                                                    | Credits |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>             |                                                                                                                                          |         |
| GEOG 353                     | GIS Applications                                                                                                                         | 4       |
| GEOG 354                     | Approaches in Human Geography                                                                                                            | 4       |
| GEOG 433                     | Geography of Selected Regions                                                                                                            | 4       |
| GEOG 491                     | Honours Research Design and Data Collection (see Note 1)                                                                                 | 4       |
| GEOG 493                     | Honours Research Project in Physical Geography/GIS                                                                                       | 4       |
| STAT 315 (formerly MATH 315) | Applied Regression Analysis (see Note 2)                                                                                                 | 3       |
| 20 credits (five courses):   | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419, 453 | 420     |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p><b>One of:</b><br/>                 GEOG 396<br/><br/>                 GEOG 398<br/><br/>                 GEOG 452<br/>                 or GEOG 470<br/> <b>Plus:</b><br/>                 Electives</p> | <p>Global Development Studies:<br/>                 Canada Internship<br/><br/>                 Global Development Studies:<br/>                 International Internship<br/><br/>                 Field Methods and Techniques<br/>                 Field Studies in Geography</p> <p>Three upper-level science courses<br/>                 to be completed in a single<br/>                 discipline (i.e. biology, chemistry,<br/>                 GIS, computing science,<br/>                 mathematics, statistics, computer<br/>                 science, physics) (see Notes 4 and<br/>                 5)</p> | <p>4-6</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|

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

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

Note 3: Students planning to apply for a Bachelor of Science, Physical Geography Honours, with a view to pursuing graduate studies should expect, in consultation with their honours supervisor, to take any additional Mathematics courses deemed applicable to their area of study.

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

Note 6: No more than eight credits may be in directed studies/directed readings (GEOG 480, 482, 483, 484).

# MEMO



To: Campus Wide Consultation (CWC)  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013  
Re: New Course for Approval; GEOGRAPHY 103  
BSc Entrance Requirement Options

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## **Proposed**

With the approval of the new course GEOG 103: The Physical Environment; we requesting the addition of GEOG 103 as an entrance requirement for the BSc program, providing a fourth option in addition to GEOG 101, 102, and 116.

## **Rationale:**

Geography 103 is a course designed to provide a general introduction to the science of physical geography, and will, in the next 2-3 years, replace Geography 101 and Geography 102 as requirements within our programs. The goal is to streamline and balance first-year offerings, easing the transition for Geography students into higher levels of programming, particularly in Physical Geography. The single, 4-credit course requirement will balance out the single-course, 3-credit requirement in human/environmental geography. This is recommended change as well from the external reviewers. While there is no consistency in BC as to the model for first-year Physical Geography programming, Canada-wide, the tendency is more towards adopting the single course model. Further, using the creation of GEOG 103 also creates more distinction between first year physical geography courses, as currently GEOG 102: Evolution of the Earth's Surface has significant overlap with GEOG 116: Introduction to Geology. (The two courses cannot both be completed for credit.)

We are also requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements.

Calendar Changes (Lower-level requirements only are shown here)

**Physical Geography** concentration

Lower-level requirements: 32-33 credits

| Course                      | Title                                                       | Credits      |
|-----------------------------|-------------------------------------------------------------|--------------|
| <u>One of:</u>              |                                                             | <u>4</u>     |
| <u>GEOG 101</u>             | <u>Weather and Climate</u>                                  |              |
| <u>GEOG 102</u>             | <u>Evolution of the Earth's Surface</u>                     |              |
| <b>GEOG 103</b>             | <u>The Physical Environment</u>                             |              |
| <u>GEOG 116</u>             | <u>Introduction to Geology</u>                              | -            |
| GEOG 140                    | Human Geography                                             | 3            |
| <u>Two of:</u>              |                                                             | <u>8</u>     |
| <u>GEOG 201</u>             | <u>Introduction to Climatology</u>                          |              |
| <u>GEOG 202</u>             | <u>Introduction to Geomorphology</u>                        |              |
| <u>GEOG 219</u>             | <u>Biogeography</u>                                         |              |
| <del>GEOG 101</del>         | <del>Weather and Climate</del>                              | <del>4</del> |
| <del>GEOG 102</del>         | <del>Evolution of the Earth's Surface</del>                 | <del>4</del> |
| <del>or GEOG 116</del>      | <del>Introduction to Geology</del>                          | <del>-</del> |
| <del>GEOG 201</del>         | <del>Introduction to Climatology</del>                      | <del>-</del> |
| <del>or GEOG 202</del>      | <del>Introduction to Geomorphology (see Note 4)</del>       | <del>4</del> |
| GEOG 211                    | Environmental Science                                       | 3            |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications                     |              |
| GEOG 241                    | Social Geography                                            |              |
| <b>or</b> GEOG 242          | Economic Geography                                          | 3            |
| GEOG 252                    | Explanation in Geography: Quantitative Methods (see Note 2) | 4            |
| GEOG 253                    | Introduction to Geographic Information Systems              |              |

**Physical Geography major**  
(for Bachelor of **Science** degree students)

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the Science section for information on additional requirements.

**Lower-level requirements: 45-49 credits**

| Course                      | Title                                              | Credits  |
|-----------------------------|----------------------------------------------------|----------|
| <u>One of:</u>              |                                                    | <u>4</u> |
| <u>GEOG 101</u>             | <u>Weather and Climate</u>                         |          |
| <u>GEOG 102</u>             | <u>Evolution of the Earth's Surface</u>            |          |
| <b>GEOG 103</b>             | <u>The Physical Environment</u>                    |          |
| <u>GEOG 116</u>             | <u>Introduction to Geology</u>                     | -        |
| <del>GEOG 101</del>         | <del>Weather and Climate</del>                     | 4        |
| <del>GEOG 102</del>         | <del>Evolution of the Earth's Surface</del>        | 4        |
| <del>or GEOG 116</del>      | <del>Introduction to Geology</del>                 | -        |
| GEOG 140                    | Human Geography                                    | 3        |
| <u>Two of:</u>              |                                                    | <u>8</u> |
| <u>GEOG 201</u>             | <u>Introduction to Climatology</u>                 |          |
| <u>GEOG 202</u>             | <u>Introduction to Geomorphology</u>               |          |
| <u>GEOG 219</u>             | <u>Biogeography</u>                                |          |
| <del>GEOG 201</del>         | <del>Introduction to Climatology</del>             | 4        |
| <del>GEOG 202</del>         | <del>Introduction to Geomorphology</del>           | 4        |
| GEOG 211                    | Environmental Science                              |          |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications            | 3        |
| GEOG 252                    | Explanation in Geography: Quantitative Methods     | 4        |
| GEOG 253                    | Introduction to Geographic Information Systems     | 4        |
| STAT 270                    | Introduction to Probability and Statistics         | 4        |
| <b>One of:</b>              |                                                    |          |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids |          |
| PHYS 105                    | Heat, Waves, and Optics                            |          |
| <b>or</b> PHYS 111          | Mechanics                                          | 5        |
|                             |                                                    | 10       |
| <b>One pair of:</b>         |                                                    |          |
| BIO 111                     | Introductory Biology I                             |          |
| and BIO 112                 | Introductory Biology II                            |          |
| <b>or:</b>                  |                                                    |          |

|              |                            |
|--------------|----------------------------|
| CHEM 113     | Principles of Chemistry I  |
| and CHEM 114 | Principles of Chemistry II |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                          | Title                                              | Credits      |
|---------------------------------|----------------------------------------------------|--------------|
| <u>One of:</u>                  |                                                    | <u>4</u>     |
| <u>GEOG 101</u>                 | <u>Weather and Climate</u>                         |              |
| <u>GEOG 102</u>                 | <u>Evolution of the Earth's Surface</u>            |              |
| <b>GEOG 103</b>                 | <b>The Physical Environment</b>                    |              |
| <u>GEOG 116</u>                 | <u>Introduction to Geology</u>                     |              |
| <del>GEOG 101</del>             | <del>Weather and Climate</del>                     | <del>4</del> |
| <del>GEOG 102</del>             | <del>Evolution of the Earth's Surface</del>        | <del>4</del> |
| <del>or GEOG 116</del>          | <del>Introduction to Geology</del>                 | <del>-</del> |
| GEOG 140                        | Introduction to Human Geography                    | 3            |
| <u>Two of:</u>                  |                                                    | <u>8</u>     |
| <u>GEOG 201</u>                 | <u>Introduction to Climatology</u>                 |              |
| <u>GEOG 202</u>                 | <u>Introduction to Geomorphology</u>               |              |
| <u>GEOG 219</u>                 | <u>Biogeography</u>                                |              |
| <del>GEOG 201</del>             | <del>Introduction to Climatology</del>             | <del>4</del> |
| <del>GEOG 202</del>             | <del>Introduction to Geomorphology</del>           | <del>4</del> |
| GEOG 211                        | Environmental Science                              | 3            |
| <del>or GEOG 257/CMNS 257</del> | <del>Environment: Science and Communications</del> |              |
| GEOG 252                        | Explanation in Geography: Quantitative Methods     | 4            |
| GEOG 253                        | Introduction to Geographic Information Systems     | 4            |
| MATH 270/<br>STAT 270           | Introduction to Probability and Statistics         | 4            |
| PHYS 101                        | Introductory General Physics: Mechanics and Fluids |              |
| <del>or PHYS 111</del>          | <del>Mechanics</del>                               | <del>5</del> |
| <b>One pair of:</b>             |                                                    | <b>10</b>    |
| BIO 111                         | Introductory Biology I                             |              |
| <b>and</b> BIO 112              | Introductory Biology II                            |              |
| <b>or</b> CHEM 113              | Principles of Chemistry I                          |              |
| <b>and</b> CHEM 114             | Principles of Chemistry II                         |              |

|



**Physical Geography minor**  
(for Bachelor of Science degree students)

This section specifies the minor discipline requirements for the Bachelor of Science in Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 24-20 credits**

| Course                 | Title                                             | Credits  |
|------------------------|---------------------------------------------------|----------|
| <u>One of:</u>         |                                                   | <u>4</u> |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                        |          |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>           |          |
| <b>GEOG 103</b>        | <u>The Physical Environment</u>                   |          |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                    | -        |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                    | 4        |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>       | 4        |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                | -        |
| <u>Two of:</u>         |                                                   | <u>8</u> |
| <u>GEOG 201</u>        | <u>Introduction to Climatology</u>                |          |
| <u>GEOG 202</u>        | <u>Introduction to Geomorphology</u>              |          |
| <u>GEOG 219</u>        | <u>Biogeography</u>                               |          |
| <del>GEOG 201</del>    | <del>Introduction to Climatology</del>            | 4        |
| <del>GEOG 202</del>    | <del>Introduction to Geomorphology</del>          | 4        |
| GEOG 252               | Explanation in Geography:<br>Quantitative Methods | 4        |
| GEOG 253               | Introduction to Geographic<br>Information Systems | 4        |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree

**GEOG 103 Campus-Wide Consultation**

**From Rhonda Colwell**  
**18/10/2013 9:10 a.m.**

Michelle and I met to discuss all of the changes that CWC will be seeing which have come from their external review.

I am still thinking of how we will best serve the students who will be caught in the transition or who leave for a couple of years and come back to complete; however, Michelle assures me that the dept's will is to allow/approve whatever is in the best interests of these students. I trust / have confidence in this statement because this has been the dept's past practice.

I have asked Michelle to check in with the elementary TEP programs about GEOG 103 because many of our BA students want to complete the least number of Lab Science courses. Currently, our non-GEOG students bound for SFU's program must complete both GEOG 101 & GEOG 102, whereas the BA Lab Science requirement only requires one of them. As long as SFU recognizes/accepts this course as meeting their Lab Science requirement, then this course will benefit our students.

I am requesting that 2 more programs be added to the list for which this course will satisfy a Lab Science requirement: the Liberal Arts Diploma and the Associate of Arts Degree – all options.

I have no concerns about adding this course to the **BSc entrance requirements**.

For the official course outline, please add the following under the Calendar Description:

Note: Students with credit for GEOG 101 or GEOG 102 may not take GEOG 103 for further credit.

# MEMO



**To:** Campus Wide Consultation *CWC Comments can be found on P. 4*  
**From:** Michelle Rhodes, Head, Geography Department  
**Date:** October 3, 2013  
**Re:** Rationale to drop GEOG/BIO 417 to GEOG/BIO 319 and to drop GEOG/BIO 317 to GEOG/BIO 219

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**Proposed:**

We are proposing the following changes to Geography programs:

- Moving GEOG 317: Biogeography to GEOG 219, to bring it in line with other introductory physical geography sub-disciplinary courses at the second year;
- Moving and renaming GEOG 417: Wetlands to GEOG 319: Swamps and Bogs
- Retaining cross-listing for courses
- Changing program requirements at the 2<sup>nd</sup> year to allow students opportunity to complete requirement with Biogeography

**Rationale:**

The Physical Geography courses in our program have long been out of sync with one another. When GEOG 317 was first introduced in 2007, it was brought in at the third year, because there was neither funding nor 'room' in terms of student programs at the 2<sup>nd</sup> year. However, the placement of this course remained inconsistent with the placement of similarly introductory courses in climatology (GEOG 201) and geomorphology (202). This has also had an impact during some years on course enrolment, and it has slowed student progression into latter biogeography courses. The result has been under-enrollment in and, in one instance, cancellation of, 400-level biogeography.

Along with the movement of GEOG 317 to GEOG 219, we are also moving GEOG 417: Wetlands to GEOG 319. This is to allow for movement of students interested in biogeography into additional upper-level thematic courses.

In order to make 'room' in the Geography programs for GEOG 219, the requirement is being changed to require two 200-level courses in 2<sup>nd</sup> year Physical Geography, and one 100-level course in Physical Geography. This latter change is being enabled by the creation of a single first-year Physical

Geography course (GEOG 103), which will also serve as a possible pre-requisite for GEOG 219.

We have asked for a review of these changes from Biology, and they have raised no concerns.

|

**Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency (#1)*; *Use Knowledge and Skills Proficiently (#3)*; *Initiate Inquiries and Develop Solutions to Problems (#4)*, and *Contribute Regionally and Globally (#9)*. This course is designed to improve lab and field skills in sciences, as well as build knowledge in natural and physical science, and questions related to sustainability. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; natural hazards communications; and related fields.

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

This course will be a requirement option in the BSc, Physical Geography major (with and without Honours), and the BA, major in Geography (with and without Honours).

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

This course does not specifically address the needs of indigenous groups as a separate topic.

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:*

We anticipate some small savings in offering *Biogeography* at the 2<sup>nd</sup> year rather than 3<sup>rd</sup>, and offering *Swamps and Bogs* at the 3<sup>rd</sup> year instead of 4<sup>th</sup>. GEOG 317 has had an uneven enrolment past, although in Fall 2013, we had to put on additional seats due to demand generated through the cross-list with Biology. Moving the course to the 2<sup>nd</sup> year will likely result in a loss of Biology demand for this course, but an increase in Geography demand. More significantly, moving GEOG 417 to GEOG 319 should make this course more attractive for both Geography and Biology students, as 300-level courses are, in general, more popular than 400-level ones.

- a. *Credit value*: 4.0 credits
- b. *Class size limit*: 25 for single lecture-lab section
- c. *Frequency of offering*: annually for GEOG 219, bi-annually for GEOG 317
- d. *Resources required (labs, equipment)*: none beyond existing resources already used for the course; Blackboard may be needed

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

Both courses are eligible.

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

Multiple (2-3) local field trips may be required as part of each course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).

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**Campus-Wide Consultation**

**From:** Rhonda Colwell

**Sent:** Thursday, October 17, 2013 2:21 PM

**Subject:** RE: [CWC] 3 - GEOG 219 and 319- new courses

.....  
On the BIO & GEOG 219 outlines, I am requesting that the cross-list note be separated from the cannot take note, as follows:

Note: Student with credit for BIO/GEOG 317 may not take BIO/GEOG 219 for further credit.

Note: This course is offered as BIO 219 and GEOG 219. Students may take only one of these for credit.

On the GEOG 219 outline, the Synonymous Course(s) section needs to be updated with the new course number. And, the Student Evaluation section percentages need to be looked at – my math comes up with a total of 95%.

On the BIO & GEOG 319 outlines, I am requesting that the cross-list note currently in place to not be removed, but to be changed to include the new course number.

Note: The course is offered as BIO 319 and GEOG 319. Students may take only one of these for credit.

**Program and Calendar Changes**

**Note:** The requirements below also reflect the inclusion of another new course—GEOG 103—which is ‘replacing’ GEOG 101 and GEOG 102 in the coming years. This course will move through for approval at the same time as the Biogeography courses.

**Geography Honours**  
(for Bachelor of Arts degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Arts](#) for program requirements.

**Lower-level requirements: 26 credits**

| Course                         | Title                                                       | Credits  |
|--------------------------------|-------------------------------------------------------------|----------|
| <u>One of:</u>                 |                                                             | <u>4</u> |
| <u>_GEOG 101</u>               | Weather and Climate                                         | <u>4</u> |
| <u>_GEOG 102</u>               | Evolution of the Earth’s Surface                            | <u>4</u> |
| <u>_GEOG 103</u>               | <u>The Physical Environment</u>                             |          |
| <del>or</del> <u>_GEOG 116</u> | Introduction to Geology                                     |          |
| GEOG 140                       | Introduction to Human Geography                             | 3        |
| <u>Two of:</u>                 |                                                             | <u>4</u> |
| <u>_GEOG 201</u>               | Introduction to Climatology                                 |          |
| <del>Or</del> <u>_GEOG 202</u> | Introduction to Geomorphology                               | <u>4</u> |
| <u>_GEOG 219</u>               | <u>Biogeography</u>                                         |          |
| GEOG 241                       | Social Geography                                            |          |
| <del>or</del> <u>GEOG 242</u>  | Economic Geography                                          | 3        |
| GEOG 252                       | Explanation in Geography: Quantitative Methods (see Note 4) | 4        |
| GEOG 253                       | Introduction to Geographic Information Systems              | 4        |
| One of:                        | STAT 104, STAT 106, or PSYC 110 (see Notes 4)               | 3-4      |

**Upper-level requirements: 47-49 credits**

| <b>Course</b>                                                                                                                          | <b>Title</b>                                                                                                              | <b>Credits</b> |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------|
| GEOG 354                                                                                                                               | Approaches in Human Geography                                                                                             | 4              |
| One course:                                                                                                                            | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419)                | 4              |
| One course:                                                                                                                            | Human geography (GEOG 311, 312, 314, 340, 343, 344, 345, 346, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4              |
| GEOG 433                                                                                                                               | Geography of Selected Regions                                                                                             | 4              |
| One of:                                                                                                                                |                                                                                                                           | 4-6            |
| GEOG 396                                                                                                                               | Global Development Studies: Canada Internship                                                                             |                |
| GEOG 398                                                                                                                               | Global Development Studies: International Internship                                                                      |                |
| GEOG 452                                                                                                                               | Field Methods and Techniques                                                                                              |                |
| <b>or</b> GEOG 470                                                                                                                     | Field Studies in Geography                                                                                                | 4-5            |
| GEOG 491                                                                                                                               | Honours Research Design and Data Collection (see Note 1)                                                                  | 4              |
| GEOG 492                                                                                                                               | Honours Research Project                                                                                                  | 4              |
| Electives                                                                                                                              | Upper-level Geography (two to three courses)                                                                              | 8-12           |
| <b>Plus:</b>                                                                                                                           |                                                                                                                           |                |
| Three upper-level Arts/Sciences courses to be completed in a single discipline, such as biology, history, sociology, etc. (see Note 2) |                                                                                                                           | 9-12           |

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: Students planning to apply for a Bachelor of Arts Geography Honours should consult carefully with the Arts Advice Centre to ensure they satisfy any lower-level prerequisites for upper-level courses they expect to take to satisfy this requirement.

Note 3: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.



Note 4: One of STAT 104 (formerly MATH 104), STAT 104 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Geography major  
(for Bachelor of Arts degree students)**

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

**Lower-level requirements: 29-30 credits**

| Course                          | Title                                                       | Credits  |
|---------------------------------|-------------------------------------------------------------|----------|
| <u>One of:</u>                  |                                                             | <u>4</u> |
| <u>  GEOG 101</u>               | <u>Weather and Climate</u>                                  |          |
| <u>  GEOG 102</u>               | <u>Evolution of the Earth's Surface</u>                     |          |
| <u>  GEOG 103</u>               | <u>The Physical Environment</u>                             |          |
| <u>  GEOG 116</u>               | <u>Introduction to Geology</u>                              | -        |
| GEOG 101                        | Weather and Climate                                         | 4        |
| GEOG 102                        | Evolution of the Earth's Surface                            | 4        |
| <del>or</del> GEOG 116          | Introduction to Geology                                     | -        |
| GEOG 140                        | Human Geography                                             | 3        |
| <u>Two of:</u>                  |                                                             | <u>4</u> |
| <u>  GEOG 201</u>               | <u>Introduction to Climatology</u>                          |          |
| <del>or</del> <u>  GEOG 202</u> | <u>Introduction to Geomorphology</u>                        | <u>4</u> |
| <u>  GEOG 219</u>               | <u>Biogeography</u>                                         |          |
| GEOG 241                        | Social Geography                                            |          |
| <b>or</b> GEOG 242              | Economic Geography                                          | 3        |
| GEOG 252                        | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                        | Introduction to Geographic Information Systems              | 4        |
| One of:                         | STAT 104, STAT 106, or PSYC 110                             | 3-4      |

**Upper-level requirements: 34-39 credits**

| Course         | Title                                                                                                                                    | Credits |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419)                               | 4       |
| One course:    | Human geography (GEOG 311, 312, 314, 318, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4       |
| GEOG 433       | Geography of Selected Regions                                                                                                            | 4       |
| <b>One of:</b> |                                                                                                                                          | 4-6     |
| GEOG 396       | Global Development Studies: Canada Internship                                                                                            |         |
| GEOG 398       | Global Development Studies: International Internship                                                                                     |         |
| GEOG 452       | Field Methods and Techniques                                                                                                             |         |
| GEOG 470       | Field Studies in Geography                                                                                                               | 4-5     |
| Four           | Geography 300/400-level courses                                                                                                          | 14-16   |

Note 1: No more than eight of the required 31-33 credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Geography major concentrations  
(for Bachelor of Arts degree students)**

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                | Title                                   | Credits         |
|-----------------------|-----------------------------------------|-----------------|
| <b><u>One of:</u></b> |                                         | <b><u>4</u></b> |
| <u>GEOG 101</u>       | <u>Weather and Climate</u>              |                 |
| <u>GEOG 102</u>       | <u>Evolution of the Earth's Surface</u> |                 |

|                                        |                                                |                   |
|----------------------------------------|------------------------------------------------|-------------------|
| <a href="#">_GEOG 103</a>              | <a href="#">The Physical Environment</a>       |                   |
| <a href="#">_GEOG 116</a>              | <a href="#">Introduction to Geology</a>        | -                 |
| GEOG 101                               | Weather and Climate                            | 4                 |
| GEOG 102                               | Evolution of the Earth's Surface               | 4                 |
| <del>or</del> <a href="#">GEOG 116</a> | <a href="#">Introduction to Geology</a>        | -                 |
| GEOG 140                               | Human Geography                                | 3                 |
| <a href="#">Two of:</a>                |                                                | <a href="#">4</a> |
| <a href="#">_GEOG 201</a>              | Introduction to Climatology                    | 4                 |
| <a href="#">_GEOG 202</a>              | <a href="#">Introduction to Geomorphology</a>  |                   |
| <a href="#">_GEOG 219</a>              | <a href="#">Biogeography</a>                   |                   |
| <a href="#">One of:</a>                |                                                | 3-4               |
| GEOG 211                               | Environmental Science                          |                   |
| GEOG 257/CMNS 257                      | Environment: Science and Communications        |                   |
| <a href="#">or</a> BIO 210             | Introduction to Ecology                        |                   |
| GEOG 242                               | Economic Geography                             | 3                 |
| GEOG 252                               | Explanation in Geography: Quantitative Methods | 4                 |
| GEOG 253                               | Introduction to Geographic Information Systems | 4                 |
| <a href="#">One of:</a>                | STAT 104, STAT 106, or PSYC 110                | 3-4               |

**Upper-level requirements: 31-37 credits**

| Course                      | Title                                                                                                         | Credits |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|---------|
| GEOG 311                    | Global Resources and the Environment                                                                          | 4       |
| GEOG 312                    | Political Ecology: Nature, Culture, and Place                                                                 |         |
| <a href="#">or</a> GEOG 343 | Geography of Transitional Societies                                                                           | 4       |
| <a href="#">One course:</a> | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, or 419) | 4       |
| <a href="#">One course:</a> | GEOG 314, 315, 318, 353, 410, 411, 412, 417, 421, 453, 454; ANTH 468/SOC 468; ECON                            | 3-4     |

|                    |                                                         |      |
|--------------------|---------------------------------------------------------|------|
| GEOG 433           | 361; PHIL 318<br>Geography of Selected Regions          | 4    |
| <b>One of:</b>     |                                                         | 4-6  |
| GEOG 396           | Global Development Studies:<br>Canada Internship        |      |
| GEOG 398           | Global Development Studies:<br>International Internship |      |
| GEOG 452           | Field Methods and Techniques                            |      |
| <b>or</b> GEOG 470 | Field Studies in Geography                              | 4-5  |
| Elective(s)        | Geography 300/400-level course(s)                       | 8-12 |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                        | Title                                    | Credits  |
|-------------------------------|------------------------------------------|----------|
| <b><u>One of:</u></b>         |                                          | <u>4</u> |
| <u>GEOG 101</u>               | <u>Weather and Climate</u>               |          |
| <u>GEOG 102</u>               | <u>Evolution of the Earth's Surface</u>  |          |
| <u>GEOG 103</u>               | <u>The Physical Environment</u>          |          |
| <u>GEOG 116</u>               | <u>Introduction to Geology</u>           | -        |
| GEOG 101                      | Weather and Climate                      | 4        |
| GEOG 102                      | Evolution of the Earth's Surface         | 4        |
| <del>or</del> GEOG 116        | <del>Introduction to Geology</del>       | -        |
| GEOG 140                      | Human Geography                          | 3        |
| <b><u>Two of:</u></b>         |                                          | <u>4</u> |
| <u>GEOG 201</u>               | <u>Introduction to Climatology</u>       |          |
| <del>or</del> <u>GEOG 202</u> | <del>Introduction to Geomorphology</del> | 4        |
| <u>GEOG 219</u>               | <u>Biogeography</u>                      |          |
| GEOG 240                      | World Regional Geography                 | 3        |
| GEOG 241                      | Social Geography                         |          |
| <b>or</b> GEOG                | Economic Geography                       | 3        |

|          |                                                                   |     |
|----------|-------------------------------------------------------------------|-----|
| 242      |                                                                   |     |
| GEOG 252 | Explanation in Geography:<br>Quantitative Methods (see<br>Note 2) | 4   |
| GEOG 253 | Introduction to Geographic<br>Information Systems                 | 4   |
| One of:  | STAT 104, STAT 106, or PSYC<br>110 (see note 2)                   | 3-4 |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 30-32 credits**

| Course                  | Title                                                                                                      | Credits |
|-------------------------|------------------------------------------------------------------------------------------------------------|---------|
| One course:             | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419) | 4       |
| 20 credits of:          | GEOG 311, 312, 314, 323, 340, 343, 346, 362, 364, 447, 464, or 466                                         | 4       |
| GEOG 433                | Geography of Selected Regions                                                                              | 4       |
| <b>One of:</b>          |                                                                                                            | 4-6     |
| GEOG 396                | Global Development Studies: Canada Internship                                                              |         |
| GEOG 398                | Global Development Studies: International Internship                                                       |         |
| GEOG 452<br>or GEOG 470 | Field Methods and Techniques<br>Field Studies in Geography                                                 |         |

**Physical Geography concentration**

**Lower-level requirements: 32-33 credits**

| Course          | Title                                   | Credits  |
|-----------------|-----------------------------------------|----------|
| <b>One of:</b>  |                                         | <u>4</u> |
| <u>GEOG 101</u> | <u>Weather and Climate</u>              |          |
| <u>GEOG 102</u> | <u>Evolution of the Earth's Surface</u> |          |

|                        |                                                                      |              |
|------------------------|----------------------------------------------------------------------|--------------|
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                                      |              |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                                       | -            |
| GEOG 101               | Weather and Climate                                                  | 4            |
| GEOG 102               | Evolution of the Earth's Surface                                     | 4            |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                                   | <del>-</del> |
| GEOG 140               | Human Geography                                                      | 3            |
| <u>Two of:</u>         |                                                                      | <u>4</u>     |
| <u>GEOG 201</u>        | Introduction to Climatology                                          |              |
| <u>or GEOG 202</u>     | Introduction to Geomorphology ( <u>see Note 1</u> )                  | 4            |
| <u>GEOG 219</u>        | <u>Biogeography</u>                                                  |              |
| GEOG 211               | Environmental Science                                                | 3            |
| or GEOG 257/CMNS 257   | Environment: Science and Communications                              |              |
| GEOG 241               | Social Geography                                                     |              |
| or GEOG 242            | Economic Geography                                                   | 3            |
| GEOG 252               | Explanation in Geography: Quantitative Methods (see Note <u>12</u> ) | 4            |
| GEOG 253               | Introduction to Geographic Information Systems                       | 4            |
| One of:                | STAT 104, STAT 106, or PSYC 110                                      | 3-4          |

Note 1: ~~GEOG 202 is required for GEOG 302, 304, 402.~~

Note 12: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 32-34 credits**

| Course         | Title                                                                                                                              | Credits |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 353       | GIS Applications                                                                                                                   | 4       |
| One course:    | Human geography (GEOG 311, 312, 314, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440,443, 447, 460, 464, 466) | 4       |
| 16 credits of: | GEOG 302, 303, 304, 307, 308, 315, 317, <u>319</u> , 335, 402, 410,                                                                | 4       |

|                    |                                                         |     |
|--------------------|---------------------------------------------------------|-----|
| GEOG 433           | 417, 419, 453<br>Geography of Selected Regions          | 4   |
| <b>One of:</b>     |                                                         | 4-6 |
| GEOG 396           | Global Development Studies:<br>Canada Internship        |     |
| GEOG 398           | Global Development Studies:<br>International Internship |     |
| GEOG 452           | Field Methods and Techniques                            |     |
| <b>or</b> GEOG 470 | Field Studies in Geography                              |     |

**Urban Studies concentration**

**Lower-level requirements: 28-32 credits**

| Course                 | Title                                                             | Credits      |
|------------------------|-------------------------------------------------------------------|--------------|
| <b>One of:</b>         |                                                                   | <u>4</u>     |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                                        |              |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>                           |              |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                                   |              |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                                    |              |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                                    | <del>4</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>                       | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                                | <del>-</del> |
| GEOG 140               | Human Geography                                                   | 3            |
| GEOG 241               | Social Geography                                                  | 3            |
| GEOG 252               | Explanation in Geography:<br>Quantitative Methods (see<br>Note 1) | 4            |
| GEOG 253               | Introduction to Geographic<br>Information Systems                 | 4            |
| Two of:                | GEOG 201, 202, <u>219-211</u>                                     | <u>3-4</u>   |
| One of:                | STAT 104, STAT 106, or PSYC<br>110                                | 3-4          |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Upper-level requirements: 30-32 credits**

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| One of:            | GEOG 360, 460, 464, 466                                      | 4       |
| One of:            | GEOG 314, 318, 362, or 364                                   | 4       |
| One of:            | GEOG 344, 440; SOC 325/ANTH 325                              | 4       |
| One of:            | GEOG 303, 307, 308, 335, 317, <a href="#">319</a> , 417, 419 | 4       |
| GEOG 433           | Geography of Selected Regions                                | 4       |
| <b>One of:</b>     |                                                              | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                |         |
| GEOG 398           | Global Development Studies: International Internship         |         |
| GEOG 452           | Field Methods and Techniques                                 |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                   |         |
| Elective(s)        | Geography 300/400-level courses                              | 4-8     |

**Geography extended minor  
(for Bachelor of Arts degree students)**

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**Lower-level requirements: 22 credits**

| Course                | Title                                   | Credits         |
|-----------------------|-----------------------------------------|-----------------|
| <b><u>One of:</u></b> |                                         | <b><u>4</u></b> |
| <u>GEOG 101</u>       | <u>Weather and Climate</u>              |                 |
| <u>GEOG 102</u>       | <u>Evolution of the Earth's Surface</u> |                 |
| <u>GEOG 103</u>       | <u>The Physical Environment</u>         |                 |
| <u>GEOG 116</u>       | <u>Introduction to Geology</u>          |                 |
| GEOG 101              | Weather and Climate                     | 4               |
| GEOG 102              | Evolution of the Earth's Surface        | 4               |



|                        |                                                |          |
|------------------------|------------------------------------------------|----------|
| <del>or</del> GEOG 116 | <del>Introduction to Geology</del>             | -        |
| GEOG 140               | Introduction to Human Geography                | 3        |
| <u>One of:</u>         |                                                | <u>4</u> |
| <u>  </u> GEOG 201     | Introduction to Climatology                    | <u>4</u> |
| <del>or</del> GEOG 202 | Introduction to Geomorphology                  |          |
| <u>  </u> GEOG 219     | <u>Biogeography</u>                            |          |
| GEOG 241               | Social Geography                               | 3        |
| <del>or</del> GEOG 242 | Economic Geography                             |          |
| GEOG 253               | Introduction to Geographic Information Systems |          |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                      | Title                                              | Credits   |
|-----------------------------|----------------------------------------------------|-----------|
| <b><u>One of:</u></b>       |                                                    | <b>4</b>  |
| <u>  </u> GEOG 101          | <u>Weather and Climate</u>                         |           |
| <u>  </u> GEOG 102          | <u>Evolution of the Earth's Surface</u>            |           |
| <u>  </u> GEOG 103          | <u>The Physical Environment</u>                    |           |
| <u>  </u> GEOG 116          | <u>Introduction to Geology</u>                     | -         |
| GEOG 101                    | Weather and Climate                                | 4         |
| GEOG 102                    | Evolution of the Earth's Surface                   | 4         |
| <del>or</del> GEOG 116      | <del>Introduction to Geology</del>                 | -         |
| GEOG 140                    | Introduction to Human Geography                    | 3         |
| <b><u>Two of:</u></b>       |                                                    | <b>8</b>  |
| <u>  </u> GEOG 201          | <u>Introduction to Climatology</u>                 | <u>4</u>  |
| <u>  </u> GEOG 202          | <u>Introduction to Geomorphology</u>               | <u>4</u>  |
| <u>  </u> GEOG 219          | <u>Biogeography</u>                                |           |
| GEOG 211                    | Environmental Science                              | 3         |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications            |           |
| GEOG 252                    | Explanation in Geography: Quantitative Methods     | 4         |
| GEOG 253                    | Introduction to Geographic Information Systems     | 4         |
| MATH 270/STAT 270           | Introduction to Probability and Statistics         | 4         |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids |           |
| <b>or</b> PHYS 111          | <b>Mechanics</b>                                   | <b>5</b>  |
| <b>One pair of:</b>         |                                                    | <b>10</b> |

|                     |                            |
|---------------------|----------------------------|
| BIO 111             | Introductory Biology I     |
| <b>and</b> BIO 112  | Introductory Biology II    |
| <b>or</b> CHEM 113  | Principles of Chemistry I  |
| <b>and</b> CHEM 114 | Principles of Chemistry II |

**Upper-level requirements: 56-61 credits**

| <b>Course</b>                | <b>Title</b>                                                                                                                                                   | <b>Credits</b> |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Required:</b>             |                                                                                                                                                                |                |
| GEOG 353                     | GIS Applications                                                                                                                                               | 4              |
| GEOG 354                     | Approaches in Human Geography                                                                                                                                  | 4              |
| GEOG 433                     | Geography of Selected Regions                                                                                                                                  | 4              |
| GEOG 491                     | Honours Research Design and Data Collection (see Note 1)                                                                                                       | 4              |
| GEOG 493                     | Honours Research Project in Physical Geography/GIS                                                                                                             | 4              |
| STAT 315 (formerly MATH 315) | Applied Regression Analysis (see Note 2)                                                                                                                       | 3              |
| 20 credits (five courses):   | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419, 453 | 20             |
| <b>One of:</b>               |                                                                                                                                                                | 4-6            |
| GEOG 396                     | Global Development Studies: Canada Internship                                                                                                                  |                |
| GEOG 398                     | Global Development Studies: International Internship                                                                                                           |                |
| GEOG 452                     | Field Methods and Techniques                                                                                                                                   |                |
| <b>or</b> GEOG 470           | Field Studies in Geography                                                                                                                                     |                |
| <b>Plus:</b>                 |                                                                                                                                                                |                |
| Electives                    | Three upper-level science courses to be completed in a single discipline (i.e. biology, chemistry, CIS, computing)                                             | 9-12           |

science, mathematics,  
statistics, computer science,  
physics) (see Notes 4 and 5)

**Physical Geography major  
(for Bachelor of Science degree students)**

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                 | Title                                          | Credits      |
|------------------------|------------------------------------------------|--------------|
| <b>One of:</b>         |                                                | <b>4</b>     |
| <u>__GEOG 101</u>      | <u>Weather and Climate</u>                     |              |
| <u>__GEOG 102</u>      | <u>Evolution of the Earth's Surface</u>        |              |
| <u>__GEOG 103</u>      | <u>The Physical Environment</u>                |              |
| <u>__GEOG 116</u>      | <u>Introduction to Geology</u>                 | -            |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                 | <del>4</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>    | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>             | <del>-</del> |
| GEOG 140               | Human Geography                                | 3            |
| <b>Two of:</b>         |                                                | <b>8</b>     |
| <u>__GEOG 201</u>      | <u>Introduction to Climatology</u>             | <u>4</u>     |
| <u>__GEOG 202</u>      | <u>Introduction to Geomorphology</u>           | <u>4</u>     |
| <u>__GEOG 219</u>      | <u>Biogeography</u>                            |              |
| GEOG 211               | Environmental Science                          |              |
| or GEOG 257/CMNS 257   | Environment: Science and Communications        | 3            |
| GEOG 252               | Explanation in Geography: Quantitative Methods | 4            |
| GEOG 253               | Introduction to Geographic Information Systems | 4            |
| STAT 270               | Introduction to Probability and Statistics     | 4            |
| <b>One of:</b>         |                                                |              |
| PHYS 101               | Introductory General                           |              |

|                     |                               |    |
|---------------------|-------------------------------|----|
|                     | Physics: Mechanics and Fluids |    |
| PHYS 105            | Heat, Waves, and Optics       |    |
| <b>or</b> PHYS 111  | Mechanics                     | 5  |
| <b>One pair of:</b> |                               | 10 |
| BIO 111             | Introductory Biology I        |    |
| and BIO 112         | Introductory Biology II       |    |
| <b>or:</b>          |                               |    |
| CHEM 113            | Principles of Chemistry I     |    |
| and CHEM 114        | Principles of Chemistry II    |    |

**Upper-level requirements: 32-33 credits**

| Course                     | Title                                                                                                                                                          | Credits |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Required:</b>           |                                                                                                                                                                |         |
| GEOG 353                   | GIS Applications                                                                                                                                               | 4       |
| GEOG 433                   | Geography of Selected Regions                                                                                                                                  | 4       |
| 20 credits (five courses): | Physical Geography, including at least one course at the 400-level: GEOG 302, 303, 304, 307, 308, 315, 317, <a href="#">319</a> , 335, 402, 410, 417, 419, 453 | 4       |
| <b>One of:</b>             |                                                                                                                                                                |         |
| GEOG 396                   | Global Development Studies: Canada Internship                                                                                                                  | 4-6     |
| GEOG 398                   | Global Development Studies: International Internship                                                                                                           |         |
| GEOG 452                   | Field Methods and Techniques                                                                                                                                   |         |
| GEOG 470                   | Field Studies in Geography                                                                                                                                     |         |

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

**Physical Geography minor  
(for Bachelor of Science degree students)**

This section specifies the minor discipline requirements for the Bachelor of Science in Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 24 credits**

| Course                 | Title                                          | Credits      |
|------------------------|------------------------------------------------|--------------|
| <u>One of:</u>         |                                                | <u>4</u>     |
| <u>  _GEOG 101</u>     | <u>Weather and Climate</u>                     |              |
| <u>  _GEOG 102</u>     | <u>Evolution of the Earth's Surface</u>        |              |
| <u>  _GEOG 103</u>     | <u>The Physical Environment</u>                |              |
| <u>  _GEOG 116</u>     | <u>Introduction to Geology</u>                 | -            |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                 | <del>4</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>    | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>             | <del>-</del> |
| <u>Two of:</u>         |                                                | <u>8</u>     |
| <u>  _GEOG 201</u>     | <u>Introduction to Climatology</u>             | <u>4</u>     |
| <u>  _GEOG 202</u>     | <u>Introduction to Geomorphology</u>           | <u>4</u>     |
| <u>  _GEOG 219</u>     | <u>Biogeography</u>                            |              |
| GEOG 252               | Explanation in Geography: Quantitative Methods | 4            |
| GEOG 253               | Introduction to Geographic Information Systems | 4            |

Students must also complete all the general Bachelor of Science requirements to satisfy the degree.

**Upper-level requirements: 16 credits**

| Course         | Title                   | Credits  |
|----------------|-------------------------|----------|
| GEOG 353       | GIS Applications        | 4        |
| <b>Two of:</b> |                         | <b>8</b> |
| GEOG 302       | Fluvial Geomorphology   |          |
| GEOG 303       | Principles of Hydrology |          |
| GEOG 304       | Coastal Geomorphology   |          |
| GEOG 307       | Urban Climatology       |          |

|                          |                                              |   |
|--------------------------|----------------------------------------------|---|
| GEOG 308                 | Climate Change and Variability               |   |
| GEOG 315                 | Soil Process and Function                    |   |
| GEOG 317                 | Biogeography <a href="#">(prior to 2014)</a> |   |
| <a href="#">GEOG 319</a> | <a href="#">Swamps and Bogs</a>              |   |
| GEOG 335                 | Methods in Freshwater Ecology                |   |
| <b>One of:</b>           |                                              | 4 |
| GEOG 402                 | Quaternary Geology and Geomorphology         |   |
| GEOG 410                 | Plant Ecology                                |   |
| GEOG 417                 | Wetlands <a href="#">(Prior to 2014)</a>     |   |
| GEOG 419                 | Paleoecology                                 |   |
| GEOG 453                 | Remote Sensing of the Environment            |   |

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

# MEMO



To: CW Consult CWC Comments on Page 10  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 2, 2013  
 Re: Resurrection and updating of course—GEOG 111—for approval, [and Addition of GEOG 111 to Social Science Breadth Requirements \(BA, LAD\)](#)

## Proposed

We are requesting the following changes to the Geography course offerings:

- Bringing back GEOG 111, formerly *Human Impact on the Environment*, and reintegrating into the regular course schedule.
- Updating the course title, content, learning outcomes, and evaluation.

[We are also requesting the addition of GEOG 111 to the Social Science Breadth Requirements for the BA and Liberal Arts Diploma. The current calendar copy reads: "GEOG 105, 130 or higher". Our request is to change this to: GEOG 105, 111, 130 or higher.](#)

## Rationale

Some variation of this course—offered as either GEOG 111 or, later, as GEOG 211—was a regular part of the Geography program until 2008, when it evolved into GEOG 211: Environmental Science. At the time of its evolution into *Environmental Science*, it was believed that the latter course was needed for the program, and there was limited room in the program to offer both a survey 'issues' course and a 'science' course for the environment.

Since that time, however, several problems have emerged:

1. This course continues to appear commonly through articulation, but is currently awarded GEOG 1xx.
2. There exists, based on interest in *Environmental Science*, an unmet demand for a survey 'issues' course.
3. UFV Geography is unusual in that it does not currently offer this course—equivalents are offered by almost all other institutions in BC.
4. The emerging Environmental Studies degree is in need of a 1<sup>st</sup> year survey course.
5. Enrolment in GEOG 140: Human Geography has continued to falter—especially in Chilliwack, and the program is in need of a first-year course that is more recognizable to incoming students, a role that was played by the previous incarnation of GEOG 111. The department believes that this course will be more effective in attracting Chilliwack students than GEOG 140 is.

## How Revised Course Fits into Program(s)

GEOG 111 will fill the same role it previously played—as an introductory survey course on human-environment relationships that also introduces students to Geography and Environmental Studies. It will replace one section each term of GEOG 140: Human Geography in the course rotation (currently three sections are scheduled each Fall and Winter). It will serve as an alternative to GEOG 140 in meeting



Geography program requirements. Because of this, the content of the course reflects many of the same thematic areas as GEOG 140, so as to ensure that students have an introduction to some of the overlapping concepts and terminology.

## Budget Implications

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency* (#1); *Use Knowledge and Skills Proficiently* (#3); *Initiate Inquiries and Develop Solutions to Problems* (#4); *Engage in Collaborative Leadership* (#7); and *Contribute Regionally and Globally* (#9). This course will require, among other elements, that students work together to identify and address a regional environmental issue through service learning. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; environmental communications and outreach; and related fields.

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

This course will be an alternate requirement to GEOG 140 for the BSc, Physical Geography major, the BA, major in Geography. It will also be used in the Environmental Studies degree (in development).

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

This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.

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:*

This course should be revenue-generating. Currently, Geography has severe enrolment challenges in Chilliwack for its GEOG 140 course. We believe that GEOG 111 will better draw students in, and can be tailored to address environmental issues in Chilliwack. We anticipate this course to fill regardless of campus, resulting in a higher overall fill rate for first-year Geography courses.

- a. *Credit value:* 3.0 credits
- b. *Class size limit:* 36
- c. *Frequency of offering:* every semester
- d. *Resources required (labs, equipment):* none; Blackboard may be needed

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

It is eligible.

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

An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$120) and small costs (~\$20) for field trip fees (if required).

**Calendar Changes (Lower-level requirements only are shown here)**

**Geography major**

(for Bachelor of Arts degree students)

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

**Lower-level requirements: 29-30 credits**

| Course                   | Title                                                       | Credits           |
|--------------------------|-------------------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                         | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4                 |
| or GEOG 116              | Introduction to Geology                                     |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                             | 3                 |
| GEOG 201                 | Introduction to Climatology                                 |                   |
| or GEOG 202              | Introduction to Geomorphology                               | 4                 |
| GEOG 241                 | Social Geography                                            |                   |
| or GEOG 242              | Economic Geography                                          | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 2) | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4                 |
| One of:                  | STAT 104, STAT 106, or PSYC 110                             | 3-4               |

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                   | Title                                               | Credits           |
|--------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                 | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                    | 4                 |
| or GEOG 116              | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                     | 3                 |
| GEOG 201                 | Introduction to Climatology                         | 4                 |
| <b>One of:</b>           |                                                     | 3-4               |
| GEOG 211                 | Environmental Science                               |                   |
| GEOG 257/CMNS 257        | Environment: Science and Communications             |                   |
| or BIO 210               | Introduction to Ecology                             |                   |
| GEOG 242                 | Economic Geography                                  | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems      | 4                 |
| One of:                  | STAT 104, STAT 106, or PSYC 110                     | 3-4               |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116              | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <b>3</b> |
| or GEOG 140              | Human Geography                                             | 3        |
| GEOG 201                 | Introduction to Climatology                                 |          |
| or GEOG 202              | Introduction to Geomorphology                               | 4        |
| GEOG 240                 | World Regional Geography                                    | 3        |
| GEOG 241                 | Social Geography                                            |          |
| or GEOG 242              | Economic Geography                                          | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4        |
| One of:                  | STAT 104, STAT 106, or PSYC 110 (see note 2)                | 3-4      |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Physical Geography concentration**

**Lower-level requirements: 32-33 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| or GEOG 116              | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <b>3</b> |
| or GEOG 140              | Human Geography                                             | 3        |
| GEOG 201                 | Introduction to Climatology                                 |          |
| or GEOG 202              | Introduction to Geomorphology (see Note 1)                  | 4        |
| GEOG 211                 | Environmental Science                                       | 3        |
| or GEOG 257/CMNS 257     | Environment: Science and Communications                     |          |
| GEOG 241                 | Social Geography                                            |          |
| or GEOG 242              | Economic Geography                                          | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              |          |

**Urban Studies concentration**

**Lower-level requirements: 28-32 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| <b>or</b> GEOG 116       | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <b>3</b> |
| <b>or</b> GEOG 140       | Human Geography                                             | 3        |
| GEOG 241                 | Social Geography                                            | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 1) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4        |
| Two of:                  | GEOG 201, 202, 211                                          | 3-4      |
| One of:                  | STAT 104, STAT 106, or PSYC 110                             | 3-4      |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Geography Honours  
(for Bachelor of Arts degree students)**

**Lower-level requirements: 26 credits**

| Course                   | Title                                                       | Credits  |
|--------------------------|-------------------------------------------------------------|----------|
| GEOG 101                 | Weather and Climate                                         | 4        |
| GEOG 102                 | Evolution of the Earth's Surface                            | 4        |
| <b>or</b> GEOG 116       | Introduction to Geology                                     |          |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a>         | <b>3</b> |
| <b>or</b> GEOG 140       | <del>Introduction to</del> Human Geography                  | 3        |
| GEOG 201                 | Introduction to Climatology                                 |          |
| <b>or</b> GEOG 202       | Introduction to Geomorphology                               | 4        |
| GEOG 241                 | Social Geography                                            |          |
| <b>or</b> GEOG 242       | Economic Geography                                          | 3        |
| GEOG 252                 | Explanation in Geography: Quantitative Methods (see Note 4) | 4        |
| GEOG 253                 | Introduction to Geographic Information Systems              | 4        |
| One of:                  | STAT 104, STAT 106, or PSYC 110 (see Notes 4)               | 3-4      |

**Geography extended minor**  
(for Bachelor of Arts degree students)

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**Lower-level requirements: 22 credits**

| Course                        | Title                                               | Credits           |
|-------------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                      | Weather and Climate                                 | 4                 |
| GEOG 102                      | Evolution of the Earth's Surface                    | 4                 |
| <b>or</b> GEOG 116            | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a>      | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| <del><b>or</b> GEOG 140</del> | <del>Introduction to Human Geography</del>          | <del>3</del>      |
| GEOG 201                      | Introduction to Climatology                         | 4                 |
| <b>or</b> GEOG 202            | Introduction to Geomorphology                       |                   |
| GEOG 241                      | Social Geography                                    | 3                 |
| <b>or</b> GEOG 242            | Economic Geography                                  |                   |
| GEOG 253                      | Introduction to Geographic Information Systems      |                   |

**Geography minor**  
(for Bachelor of Arts degree students)

This section specifies the minor discipline 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.

**Lower-level requirements: 13–15 credits**

| Course                              | Title                                               | Credits           |
|-------------------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                            | Weather and Climate                                 |                   |
| <b>or</b> GEOG 102                  | Evolution of the Earth's Surface                    | 4                 |
| <b>or</b> GEOG 116                  | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a>            | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| <del><b>or</b> GEOG 140</del>       | <del>Introduction to Human Geography</del>          | <del>3</del>      |
| <b>Plus:</b>                        |                                                     |                   |
| Any two 200-level geography courses |                                                     | 6-8               |

**Physical Geography major**  
(for Bachelor of Science degree students)

This section specifies the major discipline requirements for the Bachelor of Science with Physical Geography degree option only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                   | Title                                               | Credits           |
|--------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                 | Weather and Climate                                 | 4                 |
| GEOG 102                 | Evolution of the Earth's Surface                    | 4                 |
| or GEOG 116              | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a> | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| or GEOG 140              | Human Geography                                     | 3                 |
| GEOG 201                 | Introduction to Climatology                         | 4                 |
| GEOG 202                 | Introduction to Geomorphology                       | 4                 |
| GEOG 211                 | Environmental Science                               |                   |
| or GEOG 257/CMNS 257     | Environment: Science and Communications             | 3                 |
| GEOG 252                 | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                 | Introduction to Geographic Information Systems      | 4                 |
| STAT 270                 | Introduction to Probability and Statistics          | 4                 |
| <b>One of:</b>           |                                                     |                   |
| PHYS 101                 | Introductory General Physics: Mechanics and Fluids  |                   |
| PHYS 105                 | Heat, Waves, and Optics                             |                   |
| or PHYS 111              | Mechanics                                           | 5                 |
| <b>One pair of:</b>      |                                                     | 10                |
| BIO 111                  | Introductory Biology I                              |                   |
| and BIO 112              | Introductory Biology II                             |                   |
| or:                      |                                                     |                   |
| CHEM 113                 | Principles of Chemistry I                           |                   |
| and CHEM 114             | Principles of Chemistry II                          |                   |

**Physical Geography Honours**  
(for Bachelor of Science degree students)

**Program outline**

This section specifies the honours requirements only. Please refer to the [Bachelor of Science](#) section for information on additional requirements.

**Lower-level requirements: 49 credits**

| Course                      | Title                                               | Credits           |
|-----------------------------|-----------------------------------------------------|-------------------|
| GEOG 101                    | Weather and Climate                                 | 4                 |
| GEOG 102                    | Evolution of the Earth's Surface                    | 4                 |
| <b>or</b> GEOG 116          | Introduction to Geology                             |                   |
| <a href="#">GEOG 111</a>    | <a href="#">Environmental Issues and Strategies</a> | <a href="#">3</a> |
| <b>or</b> GEOG 140          | Introduction to Human Geography                     | 3                 |
| GEOG 201                    | Introduction to Climatology                         | 4                 |
| GEOG 202                    | Introduction to Geomorphology                       | 4                 |
| GEOG 211                    | Environmental Science                               | 3                 |
| <b>or</b> GEOG 257/CMNS 257 | Environment: Science and Communications             |                   |
| GEOG 252                    | Explanation in Geography: Quantitative Methods      | 4                 |
| GEOG 253                    | Introduction to Geographic Information Systems      | 4                 |
| MATH 270/<br>STAT 270       | Introduction to Probability and Statistics          | 4                 |
| PHYS 101                    | Introductory General Physics: Mechanics and Fluids  |                   |
| <b>or</b> PHYS 111          | Mechanics                                           | 5                 |
| <b>One pair of:</b>         |                                                     | 10                |
| BIO 111                     | Introductory Biology I                              |                   |
| <b>and</b> BIO 112          | Introductory Biology II                             |                   |
| <b>or</b> CHEM 113          | Principles of Chemistry I                           |                   |
| <b>and</b> CHEM 114         | Principles of Chemistry II                          |                   |



**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Monday, October 07, 2013 2:14 PM  
**To:** Myra Hughes; cwconsult  
**Cc:** Michelle Rhodes  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi everyone,

I have two questions and one request, as follows:

Questions:

1. Assuming that there may still be students who have completed GEOG 111 the last time it was offered, will your dept allow these students to use their course to satisfy the new lower-level requirement of GEOG 111 or 140?
2. Can this course be used to satisfy 3 credits towards the BA and LAD Social Sciences Requirement?

Request:

Please add the following under the Calendar description – Note: Students who completed GEOG 211 prior to 2008 may not take GEOG 111 for further credit.  
I suggest that you check with OReg (if you have not already) about how this will be implemented.

**From:** Michelle Rhodes  
**Sent:** Monday, October 07, 2013 2:44 PM  
**To:** Rhonda Colwell; Myra Hughes; cwconsult  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi Rhonda

We will allow students who have GEOG 111 from bygone days to use this in lieu of GEOG 140. The new GEOG 111 is a substantial revision, but too much overlap with the old course for a student to repeat.

We'd love to have it used to meet the Soc Sci requirements. We can put through another request for this for the next CWC. We'll also add the note to the calendar description.

We did check with OReg a while back about bringing the course back, but we'll check again to make sure we don't have any issues with implementation.

Thanks for the comments!

**From:** Darren Francis

**Sent:** Friday, October 11, 2013 11:42 AM

**To:** Myra Hughes; cwconsult

**Cc:** Michelle Rhodes; Shelaugh Thomson; Michelle Ward

**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi all,

I think there is some confusion regarding the re-activation of a course and maintaining its content versus creating a new course and using an old course number. In this case, it appears to me that the plan is to create a new course and use an old course number. From an Office of the Registrar's perspective, we would require a new course number for the proposed course. With the change in course content, title etc. resurrecting the course number will create issues with "Included" courses and "Excluded" courses on a student's transcript. Banner has no way of distinguishing between the original Geog 111 and the new version. As such, we would require a new course number to protect the integrity of the student's transcript.

If you need additional information, please let me know,

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Michelle Rhodes

**Sent:** October-11-13 12:09 PM

**To:** Darren Francis; Myra Hughes; cwconsult

**Cc:** Michelle Ward; Shelaugh Thomson

**Subject:** Re: [CWC] Resurrection and updating of course - GEOG 111

Hi Darren,

I understand the concern, and this proposed new/ resurrected course is on the borderline between new/ resurrected. However, it is more of the latter. Historically, an environmental issues course was taught as 'human impact on the environment' (the previous title of 111), but it has evolved at many institutions into a general environmental issues course, in large part because 'human impact on...' is theoretically too unidirectional and out of date in keeping with how this part of the discipline is delivered. In other words, the old version of GEOG 111 isn't taught in very many places at all anymore, and is instead delivered as an equivalent to what is being proposed now here.

At UFV, this course evolved in the early 2000s into GEOG 211. I wasn't here at that time, but from what I understand, it was to create more flow from 1st to 2nd to 3rd, etc., using GEOG 140 and either GEOG 101 or 102 as the 1st year introduction to the program. It was a popular course as GEOG 211 but resources being what they are in the program, it was replaced instead of supplemented by Environmental *Science* in 2008 rather than the Environmental *Issues* format. But the pre-2008 GEOG 211 was essentially the old GEOG 111.

Our proposal is to bring back the course, and to do so at the 1st year. We can adopt a different number, but it's not fundamentally a different course. This means we have to also put all sorts of notes saying that, for example, 'students who completed GEOG 111 prior to 2000, and GEOG 211 prior to 2008, cannot receive further credit', and the like. To me, this is more complicated for both advising (although it is admittedly uncommon to have many students still in the system who took the old GEOG 111) and it doesn't actually make any sense if this were indeed a new course.

If someone took GEOG 111 back in, say 1998, and wanted to take GEOG 111 again in, for instance, 2015, they'd essentially be repeating much of the same material. The subject matter being what it is, however, there would be a lot of new topical content and data. But the approach is the same.

Page 11

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**From:** Ashley Hoogendoorn  
**Sent:** Wednesday, October 16, 2013 11:49 AM  
**To:** Michelle Rhodes; Darren Francis; Myra Hughes; cwconsult  
**Cc:** Michelle Ward; Shelaugh Thomson  
**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Darren and Michelle,

Historically, when a situation like this has come up, the department usually considered the amount of overlap material between the new and old version. If the courses were similar enough that credit could not be given for both, then this was usually justification that the course could be updated. If the courses are different enough from one another that credit can be given for both, then it would need to go through the approval process as a new course, with a new course number. Course numbers cannot be reused for different courses.

If the former is the case, then going forward, the committees would need to see that there is sufficient overlap to be the same course.

Thanks,  
Ashley

**From:** Michelle Rhodes  
**Sent:** Wednesday, October 16, 2013 12:53 PM  
**To:** Ashley Hoogendoorn, Darren Francis; Myra Hughes; cwconsult  
**Cc:** Michelle Ward; Shelaugh Thomson  
**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Ashley and Darren,

This version of 111 is definitely a case of too much overlap with the original 111. While the original (1993) course description varied significantly, the topics covered (and outlined in the OCO) are very, very similar. The original 111 was also replaced by the (original) 211 (until 2008) which had a very similar title and course description. In other words, a student taking GEOG 111 in 2014 would be taking what is fundamentally the same course as they would have in 1994, even if the title and description were different, and should not be awarded further credit.

The earlier version of 111 was very much informed by the thinking about this type of course back at that time, down to the use of the classic Goudie text--a book I had to use when an undergraduate in this course (but which is no longer as widely adopted).

Michelle



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**MEMORANDUM**

**TO:** Campus Wide Consultation (CWC)  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** October 3, 2013 (amended October 17, 2013)  
**SUBJECT:** Addition of Note to Major and Extended Minor Calendar Copy

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Proposed:

That the following restriction be added to the calendar copy for the BA, major in Honours Geography, and the BA, Major in Geography (and to all concentrations):

No more than 11 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the major requirements.

And that the following be added to the calendar copy for the BA, Extended Minor in Geography:

“Note 3: No more than 6 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the extended minor requirements.”

RATIONALE:

Applied and experiential learning remain core elements of Geography programming, and students are encouraged to complete at least one field study and/or internship experience. However, some students have in the past completed a significant number of their required program credit requirements through these opportunities, at a potential detriment to enrolment in other, regularly-scheduled courses. Internship and practicum placements, in particular, while valuable, should also not be used to replace a significant share of more structured programming. Further, the proposed BA breadth changes would require both a capstone and applied and experiential learning experience. Placing limits on numbers of credits taken by students should allow for some additional space within the current offerings to accommodate students from outside of Geography as well as some students from within (who currently meet their field school requirement through GEOG 452 instead).

The proposed changes would still allow students to complete more than one course of GEOG 396, 398, 412, 460, and 470, but would only count the first 11 of these credits can be counted towards their major or 6 towards their extended minor. These numbers allow for one practicum

(GEOG 412, 460) at 4 credits plus one field study course—GEOG 470 (5 cr.), or two sections of GEOG 470 (e.g. taken as part of two study tours). The 11 credits equates to approximately 1/3<sup>rd</sup> of upper-level required credits. Internship courses (GEOG 396, 398) are 6 credits each and are included within this total. This change does not apply to other courses, namely GEOG 433, that are also offered as part of study tours, as it is not possible to identify these, when offered as part of field study, separately on student transcripts.

**Budget Implications**

We anticipate that only a small number of students currently complete more than 11 credits through a combination of field studies, practicums, and internships. They will still be able to do so, but are less likely to given the disincentive that this limit creates. This should move some students into already scheduled classes, and create a positive impact on fill rates in the upper-level courses.

*Note: Only Upper-Level Calendar Copy Shown*

**Revised Calendar Copy for BA major in Honours Geography:**

**Upper-level requirements: 47-49 credits**

| Course             | Title                                                                                                                                  | Credits |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 354           | Approaches in Human Geography                                                                                                          | 4       |
| One course:        | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)                                                   | 4       |
| One course:        | Human geography (GEOG 311, 312, 314, 340, 343, 344, 345, 346, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466)              | 4       |
| GEOG 433           | Geography of Selected Regions                                                                                                          | 4       |
| One of:            |                                                                                                                                        | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                                                                                          |         |
| GEOG 398           | Global Development Studies: International Internship                                                                                   |         |
| GEOG 452           | Field Methods and Techniques                                                                                                           |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                                                             | 4-5     |
| GEOG 491           | Honours Research Design and Data Collection (see Note 1)                                                                               | 4       |
| GEOG 492           | Honours Research Project                                                                                                               | 4       |
| Electives          | Upper-level Geography (two to three courses)                                                                                           | 8-12    |
| <b>Plus:</b>       |                                                                                                                                        |         |
|                    | Three upper-level Arts/Sciences courses to be completed in a single discipline, such as biology, history, sociology, etc. (see Note 2) | 9-12    |

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 396, 398, 400G, 400J, 402, 410, 440, or 458. Those students that do not need to take GEOG 491 are required to complete an additional upper-level elective.

Note 2: Students planning to apply for a Bachelor of Arts Geography Honours should consult carefully with the Arts Advice Centre to ensure they satisfy any lower-level prerequisites for upper-level courses they expect to take to satisfy this requirement.

Note 3: No more than eight credits of Directed Studies/Directed Readings (GEOG 480, GEOG 482, GEOG 483, GEOG 484) will count toward the degree.

Note 4: One of STAT 104 (formerly MATH 104), STAT 104 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 5: No more than 11 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the extended minor requirements.

**Revised Calendar Copy for Geography Major (BA):**

***The same change is to apply to the major, and to each of the concentrations within the major.***

**Upper-level requirements: 34-39 credits**

| <b>Course</b>  | <b>Title</b>                                                                                                                             | <b>Credits</b> |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419)                                                     | 4              |
| One course:    | Human geography (GEOG 311, 312, 314, 318, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440, 443, 447, 460, 464, 466) | 4              |
| GEOG 433       | Geography of Selected Regions                                                                                                            | 4              |
| <b>One of:</b> |                                                                                                                                          | 4-6            |
| GEOG 396       | Global Development Studies: Canada Internship                                                                                            |                |
| GEOG 398       | Global Development Studies: International Internship                                                                                     |                |
| GEOG 452       | Field Methods and Techniques                                                                                                             |                |
| GEOG 470       | Field Studies in Geography                                                                                                               | 4-5            |
| Four           | Geography 300/400-level courses                                                                                                          | 14-16          |

Note 1: No more than eight of the required 31-33 credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly MATH 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

Note 3: No more than 11 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the extended minor requirements.

**Revised Calendar Copy for Geography Extended Minor:**

**Lower-level requirements: 22 credits**

| Course      | Title                                          | Credits |
|-------------|------------------------------------------------|---------|
| GEOG 101    | Weather and Climate                            | 4       |
| GEOG 102    | Evolution of the Earth's Surface               | 4       |
| or GEOG 116 | Introduction to Geology                        |         |
| GEOG 140    | Introduction to Human Geography                | 3       |
| GEOG 201    | Introduction to Climatology                    | 4       |
| or GEOG 202 | Introduction to Geomorphology                  |         |
| GEOG 241    | Social Geography                               | 3       |
| or GEOG 242 | Economic Geography                             |         |
| GEOG 253    | Introduction to Geographic Information Systems |         |

**Upper-level requirements: 16 credits**

16 credits of upper-level Geography courses [\(See Note 1\)](#):-

[Note 1: A minimum of 18 credits are usually required for entrance into teacher education training programs \(e.g. UfV's TEP program\) for secondary schools. Please refer to professional teacher education program admissions requirements for more information.](#)

[Note 2: No more than four credits may be in Directed Studies/Directed Readings courses \(GEOG 480, GEOG 482, GEOG 483, GEOG 484\).](#)

[Note 3: No more than 6 credits of GEOG 396, GEOG 398, GEOG 412, GEOG 460, and GEOG 470 can be used towards meeting the extended minor requirements.](#)

**Campus-Wide Consultation:**

**From:** Rhonda Colwell

**Sent:** Friday, October 18, 2013 10:01 AM

**To:** Myra Hughes; Michelle Rhodes

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] 13 - Geography - Addition of Note to Major and Extended Minor Calendar Copy

Hi everyone,

I have read this proposal and I have noticed 2 items, as follows:

The memo starts with stating no more than 11 credits but in several places throughout the rationale and budget implications the number used is 10 credits. If my memory serves me correctly, Michelle, the correct number is 11 credits, right?

Within the Calendar Copy sections for the Geography Honours and the Geography major, the note language refers to the "extended minor" requirements. This will need to change to the appropriate program for that section.



**From:** Michelle Rhodes

**Sent:** Sunday, October 20, 2013 11:25 PM

**To:** Rhonda Colwell; Myra Hughes

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] 13 - Geography - Addition of Note to Major and Extended Minor Calendar Copy

Hi Rhonda,

You're correct in that it should read 11 credits. We'll make those corrections, as well as the one referencing the ext. minor.



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Tel: (604) 504-7441

**MEMORANDUM**

**TO:** Campus Wide Consultation (CWC)  
**FROM:** Michelle Rhodes, Geography Department Head  
**DATE:** October 3, 2013  
**SUBJECT:** Addition of Note to Extended Minor Calendar Copy

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Proposed:

That the following be added to the calendar copy for the Extended Minor, Geography:

“A minimum of 18 credits are usually required for entrance into teacher education training programs (e.g. UFV’s TEP program) for secondary schools. Please refer to professional teacher education program admissions requirements for more information.”

RATIONALE:

Our current extended minor requirements include 16 upper-level credits. This is two credits short of what is required for teaching in the area of the extended minor. Because not all students completing an extended minor are also applying for teacher education programs, it is not in the department’s interest to increase the minimum requirements for all students.

Revised Calendar Copy for Geography Extended Minor:

**Lower-level requirements: 22 credits**

| Course             | Title                                          | Credits |
|--------------------|------------------------------------------------|---------|
| GEOG 101           | Weather and Climate                            | 4       |
| GEOG 102           | Evolution of the Earth's Surface               | 4       |
| <b>or</b> GEOG 116 | Introduction to Geology                        |         |
| GEOG 140           | Introduction to Human Geography                | 3       |
| GEOG 201           | Introduction to Climatology                    | 4       |
| <b>or</b> GEOG 202 | Introduction to Geomorphology                  |         |
| GEOG 241           | Social Geography                               | 3       |
| <b>or</b> GEOG 242 | Economic Geography                             |         |
| GEOG 253           | Introduction to Geographic Information Systems |         |

**Upper-level requirements: 16 credits**

16 credits of upper-level Geography courses [\(See Note 1\)](#):-

[Note 1: "A minimum of 18 credits are usually required for entrance into teacher education training programs \(e.g. UFV's TEP program\) for secondary schools. Please refer to professional teacher education program admissions requirements for more information."](#)

[Note 2:](#) No more than four credits may be in Directed Studies/Directed Readings courses (GEOG 480, GEOG 482, GEOG 483, GEOG 484).

**Campus-Wide Consultation:**

**From:** Rhonda Colwell

**Sent:** October-18-13 9:36 AM

**To:** Myra Hughes; Michelle Rhodes

**Cc:** Samantha Pattridge; Ashley Hoogendoorn

**Subject:** RE: [CWC] 11 - Extended Minor, Geography - addition to the calendar copy ref. TEP

Hi everyone,

I have read this proposal and I have no concerns.

# MEMO



To: Campus Wide Consultation (CWC)  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 3, 2013 (amended October 24, 2013)  
 Re: New Course for Approval; GEOGRAPHY 103  
 Addition to Lab Science Options

## Proposed

We are requesting the following course addition to the Geography course offerings:

- GEOG 103: The Physical Environment

We are also requesting the following program changes:

- Revision of BA, major in Geography and Honours Geography requirements
- ~~Revision of BSc, major in Physical Geography and Honours Physical Geography requirements~~
- Revision of minors in Geography and Physical Geography in the BA and BSc, respectively
- Revision of the BA, extended minor in Geography
- ~~Addition of GEOG 103 as one of the course options for entrance into the BSc program;~~
- Addition of GEOG 103 as one of the options for lab science courses within the BA, BA GDS, and BA Crim

## Rationale

Geography 103 is a course designed to provide a general introduction to the science of physical geography, and will, in the next 2-3 years, replace Geography 101 and Geography 102 as requirements within our programs. The goal is to streamline and balance first-year offerings, easing the transition for Geography students into higher levels of programming, particularly in Physical Geography. The single, 4-credit course requirement will balance out the single-course, 3-credit requirement in human/ environmental geography. This is recommended change as well from the external reviewers. While there is no consistency in BC as to the model for first-year Physical Geography programming, Canada-wide, the tendency is more towards adopting the single course model. Further, using the creation of GEOG 103 also creates more distinction between first year physical geography courses, as currently GEOG 102: Evolution of the Earth's Surface has significant overlap with GEOG 116: Introduction to Geology. (The two courses cannot both be completed for credit.)

There is no net change in the number of credits required within most Geography programming. The current requirement for *two* 100-level Physical Geography courses and *one* 200-level Physical Geography course, is being replaced with the inverse (*one* 100-level Physical Geography course, and *two* 200-level Physical Geography course). The exception is the BSc major, and honours major, in Physical Geography, which will have 4 fewer credits required at the lower-level.

We believe that this course will be better suited for meeting the lab science requirements within the various BA programs as well as the BBA, as it is more integrative of a range of environmental science/ geomatics

topics, rather than the current model of greater specialization at the first year. Therefore, we are also requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements.

Similarly, we are also requesting the addition of GEOG 103 as an entrance requirement for the BSc program, providing a fourth option in addition to GEOG 101, 102, and 116.

GEOG 116: Introduction to Geology will remain where it is in the program, as this course can be used by students interested in pursuing transfers to Geology and engineering programs.

## How Revised Course Fits into Program(s)

GEOG 111 will fill the same role it previously played—as an introductory survey course on human-environment relationships that also introduces students to Geography and Environmental Studies. It will replace one section each term of GEOG 140: Human Geography in the course rotation (currently three sections are scheduled each Fall and Winter). It will serve as an alternative to GEOG 140 in meeting Geography program requirements. Because of this, the content of the course reflects many of the same thematic areas as GEOG 140, so as to ensure that students have an introduction to some of the overlapping concepts and terminology.

## Budget Implications

1. *How does your course address the UFV Learning Outcomes?*  
This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency* (#1); *Use Knowledge and Skills Proficiently* (#3); *Initiate Inquiries and Develop Solutions to Problems* (#4); and *Contribute Regionally and Globally* (#9). This course introduces students to the scientific method (#4), which is used to investigate, in this case, earth systems and environmental change (#9). Students in GEOG 103 will also be completing lab science training (#3) which is useful for further scientific, and in particular physical geographic, study. They are also introduced to information that has wide application, e.g. in landscape use (as in business location), understanding questions of sustainability from an environmental science perspective, and the like (#1).
2. *Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?*  
This course will be of use for non-Geography students who need to meet their lab science requirement. It will functionally replace GEOG 101, the most subscribed-to lab science course among non-science students, in the next 2-3 years. GEOG 116 (Geology) will remain in place for those who would like an alternative 100-level lab science course, and/or who would like to meet their second science requirement within the Associate's degree using another Geography course.
3. *What consideration has been given to indigenizing the curriculum?*  
This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.
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:*

This course should be budget-positive. Having a single course allows us to streamline 100-level offerings, and increases our flexibility in offering lab science to different audiences at different times in the schedule, without having to worry about the student interest in one 100-level course relative to another. We are investigating different cost-saving models of class size and delivery, although it is designed to function at

the same sizes and arrangements as GEOG 101 and GEOG 102 currently are. As these courses are both service courses and gateway courses, this streamlining of 100-level physical geography also allows for a more attractive pathway into Geography programming, and will ideally reduce the current ratio of 100-level seats to 200-level seats (avg. 4.6).

- a. *Credit value:* 4.0 credits
  - b. *Class size limit:* 25
  - c. *Frequency of offering:* every semester
  - d. *Resources required (labs, equipment):* none beyond that already used for GEOG 101 and GEOG 102; Blackboard may be needed.
5. *If this course is not eligible for PLAR, explain why.*  
It is eligible.
6. *Are field trips required for this course? Will the dates be announced in the timetable? How are the trips funded?*  
An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)
7. *Please provide an estimate of the typical costs for this course, including textbooks and other materials.*  
Costs for students will typically include texts (~\$150) and small costs (~\$20) for field trip fees (if required).

**Note:** The changes in the following calendar copy are also contingent on the approval of GEOG 219.

**Calendar Changes (Lower-level requirements only are shown here)**

**Geography major**

(for Bachelor of Arts degree students)

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

**Lower-level requirements: 29-30 credits**

| Course          | Title                                                       | Credits  |
|-----------------|-------------------------------------------------------------|----------|
| <u>One of:</u>  |                                                             | <u>4</u> |
| GEOG 101        | Weather and Climate                                         |          |
| GEOG 102        | Evolution of the Earth's Surface                            |          |
| <u>GEOG 103</u> | <u>The Physical Environment</u>                             |          |
| GEOG 116        | Introduction to Geology                                     |          |
| GEOG 140        | Human Geography                                             | 3        |
| <u>Two of:</u>  |                                                             | <u>8</u> |
| GEOG 201        | Introduction to Climatology                                 |          |
| GEOG 202        | Introduction to Geomorphology                               |          |
| <u>GEOG 219</u> | <u>Biogeography</u>                                         |          |
| GEOG 241        | Social Geography                                            |          |
| or GEOG 242     | Economic Geography                                          | 3        |
| GEOG 252        | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253        | Introduction to Geographic Information Systems              | 4        |
| One of:         | STAT 104, STAT 106, or PSYC 110                             | 3-4      |

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                   | Title                                          | Credits    |
|--------------------------|------------------------------------------------|------------|
| <u>One of:</u>           |                                                | <u>4</u>   |
| GEOG 101                 | Weather and Climate                            |            |
| GEOG 102                 | Evolution of the Earth's Surface               |            |
| <u>GEOG 103</u>          | <u>The Physical Environment</u>                |            |
| GEOG 116                 | Introduction to Geology                        |            |
| GEOG 140                 | Human Geography                                | 3          |
| <u>Two of:</u>           |                                                | <u>8</u>   |
| <u>GEOG 201</u>          | <u>Introduction to Climatology</u>             | <u>4</u>   |
| <u>GEOG 202</u>          | <u>Introduction to Geomorphology</u>           |            |
| <u>GEOG 219</u>          | <u>Biogeography</u>                            |            |
| <u>One of:</u>           |                                                | <u>3-4</u> |
| <u>GEOG 211</u>          | <u>Environmental Science</u>                   |            |
| <u>GEOG 257/CMNS 257</u> | <u>Environment: Science and Communications</u> |            |

|                       |                                                |     |
|-----------------------|------------------------------------------------|-----|
| <del>or</del> BIO 210 | Introduction to Ecology                        |     |
| GEOG 242              | Economic Geography                             | 3   |
| GEOG 252              | Explanation in Geography: Quantitative Methods | 4   |
| GEOG 253              | Introduction to Geographic Information Systems | 4   |
| One of:               | STAT 104, STAT 106, or PSYC 110                | 3-4 |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course                         | Title                                                       | Credits  |
|--------------------------------|-------------------------------------------------------------|----------|
| <u>One of:</u>                 |                                                             | <u>4</u> |
| <del>GE</del> <u>GE</u> OG 101 | <u>Weather and Climate</u>                                  |          |
| <del>GE</del> <u>GE</u> OG 102 | <u>Evolution of the Earth's Surface</u>                     |          |
| <del>GE</del> <u>GE</u> OG 103 | <u>The Physical Environment</u>                             |          |
| <del>GE</del> <u>GE</u> OG 116 | <u>Introduction to Geology</u>                              | -        |
| GEOG 140                       | Human Geography                                             | 3        |
| <u>Two of:</u>                 |                                                             | <u>8</u> |
| <del>GE</del> <u>GE</u> OG 201 | <u>Introduction to Climatology</u>                          |          |
| <del>GE</del> <u>GE</u> OG 202 | <u>Introduction to Geomorphology</u>                        |          |
| <del>GE</del> <u>GE</u> OG 219 | <u>Biogeography</u>                                         |          |
| GEOG 240                       | World Regional Geography                                    | 3        |
| GEOG 241                       | Social Geography                                            |          |
| <del>or</del> GEOG 242         | Economic Geography                                          | 3        |
| GEOG 252                       | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                       | Introduction to Geographic Information Systems              | 4        |
| One of:                        | STAT 104, STAT 106, or PSYC 110 (see note 2)                | 3-4      |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

|                                              |                                                             |          |
|----------------------------------------------|-------------------------------------------------------------|----------|
| <del>GE</del> <u>GE</u> OG 101               | <u>Weather and Climate</u>                                  | <u>4</u> |
| <del>GE</del> <u>GE</u> OG 102               | <u>Evolution of the Earth's Surface</u>                     | <u>4</u> |
| <del>or</del> <del>GE</del> <u>GE</u> OG 116 | <u>Introduction to Geology</u>                              | -        |
| <del>GE</del> <u>GE</u> OG 201               | <u>Introduction to Climatology</u>                          | -        |
| <del>or</del> <del>GE</del> <u>GE</u> OG 202 | <u>Introduction to Geomorphology (see Note 1)</u>           | <u>4</u> |
| GEOG 211                                     | Environmental Science                                       | 3        |
| <del>or</del> GEOG 257/CMNS 257              | Environment: Science and Communications                     |          |
| GEOG 241                                     | Social Geography                                            |          |
| <del>or</del> GEOG 242                       | Economic Geography                                          | 3        |
| GEOG 252                                     | Explanation in Geography: Quantitative Methods (see Note 2) | 4        |
| GEOG 253                                     | Introduction to Geographic Information Systems              |          |



**Urban Studies concentration**

**Lower-level requirements: 28-32 credits**

| Course                 | Title                                                       | Credits        |
|------------------------|-------------------------------------------------------------|----------------|
| <u>One of:</u>         |                                                             | <b>4</b>       |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                                  |                |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>                     |                |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                             |                |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                              | -              |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                              | <del>4</del>   |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>                 | <del>4</del>   |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                          | <del>-</del>   |
| GEOG 140               | Human Geography                                             | 3              |
| <u>Two of:</u>         |                                                             | <b>8</b>       |
| <u>GEOG 201</u>        | <u>Introduction to Climatology</u>                          |                |
| <u>GEOG 202</u>        | <u>Introduction to Geomorphology</u>                        |                |
| <u>GEOG 219</u>        | <u>Biogeography</u>                                         |                |
| GEOG 241               | Social Geography                                            | 3              |
| GEOG 252               | Explanation in Geography: Quantitative Methods (see Note 1) | 4              |
| GEOG 253               | Introduction to Geographic Information Systems              | 4              |
| <del>Two of:</del>     | <del>GEOG 201, 202, 219</del>                               | <del>3-4</del> |
| <u>One of:</u>         | STAT 104, STAT 106, or PSYC 110                             | 3-4            |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Geography Honours**

(for Bachelor of Arts degree students)

**Lower-level requirements: 26 credits**

| Course                 | Title                                                       | Credits      |
|------------------------|-------------------------------------------------------------|--------------|
| <u>One of:</u>         |                                                             | <u>4</u>     |
| <u>GEOG 101</u>        | <u>Weather and Climate</u>                                  |              |
| <u>GEOG 102</u>        | <u>Evolution of the Earth's Surface</u>                     |              |
| <u>GEOG 103</u>        | <u>The Physical Environment</u>                             |              |
| <u>GEOG 116</u>        | <u>Introduction to Geology</u>                              |              |
| <del>GEOG 101</del>    | <del>Weather and Climate</del>                              | <del>-</del> |
| <del>GEOG 102</del>    | <del>Evolution of the Earth's Surface</del>                 | <del>4</del> |
| <del>or GEOG 116</del> | <del>Introduction to Geology</del>                          | <del>-</del> |
| GEOG 140               | Human Geography                                             | 3            |
| <u>Two of:</u>         |                                                             | <u>8</u>     |
| <u>GEOG 201</u>        | <u>Introduction to Climatology</u>                          |              |
| <u>GEOG 202</u>        | <u>Introduction to Geomorphology</u>                        |              |
| <u>GEOG 219</u>        | <u>Biogeography</u>                                         |              |
| <del>GEOG 201</del>    | <del>Introduction to Climatology</del>                      | <del>-</del> |
| <del>or GEOG 202</del> | <del>Introduction to Geomorphology</del>                    | <del>4</del> |
| GEOG 241               | Social Geography                                            |              |
| <del>or GEOG 242</del> | <del>Economic Geography</del>                               | <del>3</del> |
| GEOG 252               | Explanation in Geography: Quantitative Methods (see Note 4) | 4            |
| GEOG 253               | Introduction to Geographic Information Systems              | 4            |
| <u>One of:</u>         | <u>STAT 104, STAT 106, or PSYC 110 (see Notes 4)</u>        | <u>3-4</u>   |

**Geography extended minor**  
(for Bachelor of Arts degree students)

This section specifies the extended minor discipline requirements only. Please refer to the [Bachelor of Arts](#) for program requirements. 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.

**Lower-level requirements: 22 credits**

| Course                            | Title                                          | Credits  |
|-----------------------------------|------------------------------------------------|----------|
| <u>One of:</u>                    |                                                | <u>4</u> |
| <u>GEOG 101</u>                   | <u>Weather and Climate</u>                     |          |
| <u>GEOG 102</u>                   | <u>Evolution of the Earth's Surface</u>        |          |
| <u>GEOG 103</u>                   | <u>The Physical Environment</u>                |          |
| <u>GEOG 116</u>                   | <u>Introduction to Geology</u>                 |          |
| <del>GEOG 101</del>               | <del>Weather and Climate</del>                 | - 4      |
| GEOG 102                          | Evolution of the Earth's Surface               | 4        |
| <del>or</del> <del>GEOG 116</del> | <del>Introduction to Geology</del>             | -        |
| GEOG 140                          | Human Geography                                | 3        |
| <u>Two of:</u>                    |                                                | <u>8</u> |
| <u>GEOG 201</u>                   | <u>Introduction to Climatology</u>             |          |
| <u>GEOG 202</u>                   | <u>Introduction to Geomorphology</u>           |          |
| <u>GEOG 219</u>                   | <u>Biogeography</u>                            |          |
| <del>GEOG 201</del>               | <del>Introduction to Climatology</del>         | 4        |
| <del>or</del> <del>GEOG 202</del> | <del>Introduction to Geomorphology</del>       |          |
| GEOG 241                          | Social Geography                               | 3        |
| <del>or</del> GEOG 242            | Economic Geography                             |          |
| GEOG 253                          | Introduction to Geographic Information Systems | 4        |

**Geography minor**  
(for Bachelor of Arts degree students)

This section specifies the minor discipline 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.

**Lower-level requirements: 13–15 credits**

| Course                              | Title                                      | Credits |
|-------------------------------------|--------------------------------------------|---------|
| <u>One of:</u>                      |                                            |         |
| <u>GEOG 101</u>                     | <u>Weather and Climate</u>                 |         |
| <del>or</del> <u>GEOG 102</u>       | <u>Evolution of the Earth's Surface</u>    | 4       |
| <u>GEOG 103</u>                     | <u>The Physical Environment</u>            |         |
| <del>or</del> <u>GEOG 116</u>       | <u>Introduction to Geology</u>             |         |
| GEOG 140                            | <del>Introduction to</del> Human Geography | 3       |
| <b>Plus:</b>                        |                                            |         |
| Any two 200-level geography courses |                                            | 6-8     |

**Campus-Wide Consultation:**

**From:** Rhonda Colwell

**Sent:** October-17-13 1:40 PM

**To:** cwconsult; Myra Hughes; Michelle Rhodes

**Subject:** RE: 1 - GEOG 103 - new course & BSc Entrance Requirement Options

Hi everyone,

Michelle and I met to discuss all of the changes that CWC will be seeing which have come from their external review.

I am still thinking of how we will best serve the students who will be caught in the transition or who leave for a couple of years and come back to complete; however, Michelle assures me that the dept's will is to allow/approve whatever is in the best interests of these students. I trust / have confidence in this statement because this has been the dept's past practice.

I have asked Michelle to check in with the elementary TEP programs about GEOG 103 because many of our BA students want to complete the least number of Lab Science courses. Currently, our non-GEOG students bound for SFU's program must complete both GEOG 101 & GEOG 102, whereas the BA Lab Science requirement only requires one of them. As long as SFU recognizes/accepts this course as meeting their Lab Science requirement, then this course will benefit our students.

I am requesting that 2 more programs be added to the list for which this course will satisfy a Lab Science requirement: the Liberal Arts Diploma and the Associate of Arts Degree – all options.

I have no concerns about adding this course to the BSc entrance requirements.

For the official course outline, please add the following under the Calendar Description:

Note: Students with credit for GEOG 101 or GEOG 102 may not take GEOG 103 for further credit.

# MEMO



**To:** Campus Wide Consultation (CWC)  
**From:** Michelle Rhodes, Head, Geography Department  
**Date:** October 3, 2013 (revised October 16, 2013)  
**Re:** Concentration Revisions in Geography BA major

**Proposed:**

We are proposing the following changes to Geography programs:

- Reduction in total number of concentrations from 4 to 3. (GIS concentration already approved for removal.) Physical Geography concentration is being removed.
- Creation and/or revision of concentrations in: 1) Environmental Science; 2) Global Studies; 3) Urban Studies. (Urban Studies is revision only.)
- Renaming / revision of Environmental Studies; to be called "Environmental Science"
- Renaming/ revision of International Studies, to be called "Global Studies"

**Rationale:**

Geography's concentrations have proven to be popular among our majors, with many students using these to prepare for particular fields of work and study. However, the number of them originally created—5—has proven cumbersome from the standpoint of program revision, timetabling, student scheduling, etc. One of the concentrations, in GIS, is already slated for removal, as it duplicates the certificate in GIS.

Following the external reviewers' recommendations, we have revisited the concentrations we have on the books, and are proposing to streamline our offerings from 4 down to 3 options. These are:

- Environmental Science (a merger of our former Physical Geography and Environmental revision of our Environmental Studies concentration, with more coursework in Physical Geography required)
- Global Studies (a merger-revision of our International Studies and Environmental Studies concentration to include specific emphases on development, culture, and environment)
- Urban Studies (carried forward from previous structure)

These three concentrations cover sufficient course selection in the department in order to ensure that these concentrations can be completed more easily than most of the

existing options can be. Thus, while the number of options for students is being reduced, the means of meeting these concentrations requirements has been loosened. This is true at both the lower- and upper-levels of each.

**Budget Implications**

This streamlining of concentration options should improve flexibility of student enrolment, and ideally contribute to slightly higher fill rates in some classes.

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

While none of these concentrations focus on indigenization as a core area for consideration, two of the concentrations (Environmental Science and Global Studies) include courses with significant consideration of Indigenous issues and/or ways of knowing. These courses include, in Environmental Science, GEOG 311, 312, 343, 447, and IPK 477. In Global Studies, these courses include: GEOG 311, 312, GEOG 343, and 447.

**Program and Calendar Changes**

*Note: The requirements below also reflect the inclusion of another new course—GEOG 103—which is ‘replacing’ GEOG 101 and GEOG 102 in the coming years. This course will move through for approval at the same time as the Biogeography courses.*

**Proposed Concentration #1: Environmental Science**

**Lower-Level Credits: 32-34**

| Course            | Title                                          | Credits |
|-------------------|------------------------------------------------|---------|
| One of:           |                                                | 4       |
| GEOG 101          | Weather and Climate                            |         |
| GEOG 102          | Evolution of the Earth's Surface               |         |
| GEOG 103          | The Physical Environment                       |         |
| GEOG 116          | Introduction to Geology                        |         |
| GEOG 111          | Environmental Issues and Strategies            | 3       |
| Or GEOG 140       | Human Geography                                |         |
| Two of:           |                                                | 8       |
| GEOG 201          | Introduction to Climatology                    |         |
| GEOG 202          | Introduction to Geomorphology                  |         |
| GEOG 219          | Biogeography                                   |         |
| One of:           |                                                | 3-4     |
| GEOG 211          | Environmental Science                          |         |
| GEOG 257/CMNS 257 | Environment: Science and Communications        |         |
| BIO 210           | Introduction to Ecology                        |         |
| GEOG 242          | Economic Geography                             | 3       |
| GEOG 252          | Explanation in Geography: Quantitative Methods | 4       |
| GEOG 253          | Introduction to Geographic Information Systems | 4       |
| One of:           | STAT 104, STAT 106, or PSYC 110                | 3-4     |

**Upper-level requirements: 32-34 credits**

| Course         | Title                                                                          | Credits |
|----------------|--------------------------------------------------------------------------------|---------|
| GEOG 353       | Applications in GIS                                                            | 4       |
| GEOG 433       | Geography of Selected Regions                                                  | 4       |
| 12 credits of: | GEOG 302, 303, 304, 307, 308, 315, 317, 318, 319, 335, 402, 410, 417, 419, 453 | 12      |
| 8 credits of:  | GEOG 311, 312, 412, 447, and IPK 477                                           | 8       |
| One of:        |                                                                                | 4-6     |
| GEOG 396       | Canada Internship                                                              |         |
| GEOG 398       | International Internship                                                       |         |
| GEOG 452       | Field Methods and Techniques                                                   |         |
| GEOG 470       | Field Studies in Geography                                                     |         |

**Concentration #2: Global Studies**

**Lower-level requirements: 32-33 credits**

| Course             | Title                                                       | Credits |
|--------------------|-------------------------------------------------------------|---------|
| One of:            |                                                             | 4       |
| GEOG 101           | Weather and Climate                                         |         |
| GEOG 102           | Evolution of the Earth's Surface                            |         |
| GEOG 103           | The Physical Environment                                    |         |
| GEOG 116           | Introduction to Geology                                     |         |
| GEOG 111           | Environmental Issues and Strategies                         | 3       |
| <b>Or</b> GEOG 140 | Human Geography                                             |         |
| Two of:            |                                                             | 8       |
| GEOG 201           | Introduction to Climatology                                 |         |
| GEOG 202           | Introduction to Geomorphology                               |         |
| GEOG 219           | Biogeography                                                |         |
| GEOG 240           | World Regional Geography                                    | 3       |
| GEOG 241           | Social Geography                                            |         |
| <b>or</b> GEOG 242 | Economic Geography                                          | 3       |
| GEOG 252           | Explanation in Geography: Quantitative Methods (see Note 1) | 4       |
| GEOG 253           | Introduction to Geographic Information Systems              | 4       |
| One of:            | STAT 104, STAT 106, or PSYC 110 (see note 2)                | 3-4     |

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

**Upper-level requirements: 30-34 credits**

| Course          | Title                                                                                     | Credits |
|-----------------|-------------------------------------------------------------------------------------------|---------|
| GEOG 433        | Geography of Selected Regions                                                             | 4       |
| 4 credits of:   | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 318, 335, 402, 410, 417, 419) | 4       |
| 8 credits of:   | Global Environmental Studies: GEOG 311, 312, 364, 421                                     | 8       |
| 4 credits of:   | Cultural Studies: GEOG 314, 343, 346, 447                                                 | 4       |
| 4 credits of:   | Development Studies: GEOG 323, 340, 362, 466                                              | 4       |
| 2-4 credits of: | Electives in upper-level Geography                                                        | 2-4     |
| <b>One of:</b>  |                                                                                           | 4-6     |
| GEOG 396        | Canada Internship                                                                         |         |
| GEOG 398        | International Internship                                                                  |         |
| GEOG 452        | Field Methods and Techniques                                                              |         |
| GEOG 470        | Field Studies in Geography                                                                |         |



**Concentration #3: Urban Studies**  
**Urban Studies concentration**

**Lower-level requirements: 29-30 credits**

| Course             | Title                                                       | Credits |
|--------------------|-------------------------------------------------------------|---------|
| One of:            |                                                             | 4       |
| GEOG 101           | Weather and Climate                                         |         |
| GEOG 102           | Evolution of the Earth's Surface                            |         |
| GEOG 103           | The Physical Environment                                    |         |
| GEOG 116           | Introduction to Geology                                     |         |
| GEOG 111           | Environmental Issues and Strategies                         | 3       |
| <b>Or</b> GEOG 140 | Human Geography                                             |         |
| Two of:            |                                                             | 8       |
| GEOG 201           | Introduction to Climatology                                 |         |
| GEOG 202           | Introduction to Geomorphology                               |         |
| GEOG 219           | Biogeography                                                |         |
| GEOG 241           | Social Geography                                            | 3       |
| <b>Or</b> GEOG 242 | Economic Geography                                          |         |
| GEOG 252           | Explanation in Geography: Quantitative Methods (see Note 1) | 4       |
| GEOG 253           | Introduction to Geographic Information Systems              | 4       |
| One of:            | STAT 104, STAT 106, or PSYC 110                             | 3-4     |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Upper-level requirements: 30-32 credits**

| Course          | Title                                                                                     | Credits |
|-----------------|-------------------------------------------------------------------------------------------|---------|
| GEOG 433        | Geography of Selected Regions                                                             | 4       |
| 4 credits of:   | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 318, 335, 402, 410, 417, 419) | 4       |
| 4 credits of:   | GEOG 360, 460, 464, 466                                                                   | 4       |
| 4 credits of:   | GEOG 307, 314, 318, 362, or 364                                                           | 4       |
| 4 credits of:   | GEOG 344, 440; SOC 325/ANTH 325                                                           | 4       |
| 6-8 credits of: | Electives in upper-level geography                                                        | 8       |
| <b>One of:</b>  |                                                                                           | 4-6     |
| GEOG 396        | Canada Internship                                                                         |         |
| GEOG 398        | International Internship                                                                  |         |
| GEOG 452        | Field Methods and Techniques                                                              |         |
| GEOG 470        | Field Studies in Geography                                                                |         |

**Current Concentrations:**

**Environmental Studies concentration**

**Lower-level requirements: 32-33 credits**

| Course             | Title                                          | Credits |
|--------------------|------------------------------------------------|---------|
| GEOG 101           | Weather and Climate                            | 4       |
| GEOG 102           | Evolution of the Earth's Surface               | 4       |
| <b>or</b> GEOG 116 | Introduction to Geology                        |         |
| GEOG 140           | Human Geography                                | 3       |
| GEOG 201           | Introduction to Climatology                    | 4       |
| <b>One of:</b>     |                                                | 3-4     |
| GEOG 211           | Environmental Science                          |         |
| GEOG 257/CMNS 257  | Environment: Science and Communications        |         |
| <b>or</b> BIO 210  | Introduction to Ecology                        |         |
| GEOG 242           | Economic Geography                             | 3       |
| GEOG 252           | Explanation in Geography: Quantitative Methods | 4       |
| GEOG 253           | Introduction to Geographic Information Systems | 4       |
| One of:            | STAT 104, STAT 106, or PSYC 110                | 3-4     |

**Upper-level requirements: 31-37 credits**

| Course             | Title                                                                                            | Credits |
|--------------------|--------------------------------------------------------------------------------------------------|---------|
| GEOG 311           | Global Resources and the Environment                                                             | 4       |
| GEOG 312           | Political Ecology: Nature, Culture, and Place                                                    |         |
| <b>or</b> GEOG 343 | Geography of Transitional Societies                                                              | 4       |
| One course:        | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, or 419)          | 4       |
| One course:        | GEOG 314, 315, 318, 353, 410, 411, 412, 417, 421, 453, 454; ANTH 468/SOC 468; ECON 361; PHIL 318 | 3-4     |
| GEOG 433           | Geography of Selected Regions                                                                    | 4       |
| <b>One of:</b>     |                                                                                                  | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                                                    |         |
| GEOG 398           | Global Development Studies: International Internship                                             |         |
| GEOG 452           | Field Methods and Techniques                                                                     |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                       | 4-5     |
| Elective(s)        | Geography 300/400-level course(s)                                                                | 8-12    |

**International Studies concentration**

**Lower-level requirements: 32-33 credits**

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

|             |                                                             |     |
|-------------|-------------------------------------------------------------|-----|
| or GEOG 202 | Introduction to Geomorphology                               | 4   |
| GEOG 240    | World Regional Geography                                    | 3   |
| GEOG 241    | Social Geography                                            |     |
| or GEOG 242 | Economic Geography                                          | 3   |
| GEOG 252    | Explanation in Geography: Quantitative Methods (see Note 2) | 4   |
| GEOG 253    | Introduction to Geographic Information Systems              | 4   |
| One of:     | STAT 104, STAT 106, or PSYC 110 (see note 2)                | 3-4 |

Note 1: It is recommended that students also take one of the following: ANTH 102, 130, 220; GEOG 211, 233; HIST 115, 210, 236, 265; LAS 200; POSC 260, 230, 290; SOC 205, 250.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 30-32 credits**

| Course         | Title                                                                                | Credits |
|----------------|--------------------------------------------------------------------------------------|---------|
| One course:    | Physical geography (GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419) | 4       |
| 20 credits of: | GEOG 311, 312, 314, 323, 340, 343, 346, 362, 364, 447, 464, or 466                   | 4       |
| GEOG 433       | Geography of Selected Regions                                                        | 4       |
| One of:        |                                                                                      | 4-6     |
| GEOG 396       | Global Development Studies: Canada Internship                                        |         |
| GEOG 398       | Global Development Studies: International Internship                                 |         |
| GEOG 452       | Field Methods and Techniques                                                         |         |
| or GEOG 470    | Field Studies in Geography                                                           |         |

**Physical Geography concentration**

**Lower-level requirements: 32-33 credits**

| Course               | Title                                                       | Credits |
|----------------------|-------------------------------------------------------------|---------|
| GEOG 101             | Weather and Climate                                         | 4       |
| GEOG 102             | Evolution of the Earth's Surface                            | 4       |
| or GEOG 116          | Introduction to Geology                                     |         |
| GEOG 140             | Human Geography                                             | 3       |
| GEOG 201             | Introduction to Climatology                                 |         |
| or GEOG 202          | Introduction to Geomorphology (see Note 1)                  | 4       |
| GEOG 211             | Environmental Science                                       | 3       |
| or GEOG 257/CMNS 257 | Environment: Science and Communications                     |         |
| GEOG 241             | Social Geography                                            |         |
| or GEOG 242          | Economic Geography                                          | 3       |
| GEOG 252             | Explanation in Geography: Quantitative Methods (see Note 2) | 4       |
| GEOG 253             | Introduction to Geographic Information Systems              | 4       |
| One of:              | STAT 104, STAT 106, or PSYC 110                             | 3-4     |

Note 1: GEOG 202 is required for GEOG 302, 304, 402.

Note 2: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly.

**Upper-level requirements: 32-34 credits**

| Course             | Title                                                                                                                              | Credits |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------|---------|
| GEOG 353           | GIS Applications                                                                                                                   | 4       |
| One course:        | Human geography (GEOG 311, 312, 314, 323, 340, 343, 344, 345, 346, 354, 360, 362, 364, 411, 412, 421, 440,443, 447, 460, 464, 466) | 4       |
| 16 credits of:     | GEOG 302, 303, 304, 307, 308, 315, 317, 335, 402, 410, 417, 419, 453                                                               | 4       |
| GEOG 433           | Geography of Selected Regions                                                                                                      | 4       |
| <b>One of:</b>     |                                                                                                                                    | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship                                                                                      |         |
| GEOG 398           | Global Development Studies: International Internship                                                                               |         |
| GEOG 452           | Field Methods and Techniques                                                                                                       |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                                                                                                         |         |

**Urban Studies concentration**

**Lower-level requirements: 35-36 credits**

| Course             | Title                                                       | Credits |
|--------------------|-------------------------------------------------------------|---------|
| GEOG 101           | Weather and Climate                                         | 4       |
| GEOG 102           | Evolution of the Earth's Surface                            | 4       |
| <b>or</b> GEOG 116 | Introduction to Geology                                     |         |
| GEOG 140           | Human Geography                                             | 3       |
| GEOG 241           | Social Geography                                            | 3       |
| GEOG 252           | Explanation in Geography: Quantitative Methods (see Note 1) | 4       |
| GEOG 253           | Introduction to Geographic Information Systems              | 4       |
| Two of:            | GEOG 201, 202, 211                                          | 7-8     |
| One of:            | STAT 104, STAT 106, or PSYC 110                             | 3-4     |

Note 1: One of STAT 104 (formerly MATH 104), STAT 106 (formerly Math 106), or PSYC 110 is required for GEOG 252; students should plan accordingly

Note 2: One course of the following is recommended: BIO 106 or ANTH 225/SOC 225.

**Upper-level requirements: 30-32 credits**

| Course             | Title                                                | Credits |
|--------------------|------------------------------------------------------|---------|
| One of:            | GEOG 360, 460, 464, 466                              | 4       |
| One of:            | GEOG 314, 318, 362, or 364                           | 4       |
| One of:            | GEOG 344, 440; SOC 325/ANTH 325                      | 4       |
| One of:            | GEOG 303, 307, 308, 335, 317, 417, 419               | 4       |
| GEOG 433           | Geography of Selected Regions                        | 4       |
| <b>One of:</b>     |                                                      | 4-6     |
| GEOG 396           | Global Development Studies: Canada Internship        |         |
| GEOG 398           | Global Development Studies: International Internship |         |
| GEOG 452           | Field Methods and Techniques                         |         |
| <b>or</b> GEOG 470 | Field Studies in Geography                           |         |
| Elective(s)        | Geography 300/400-level courses                      | 4-8     |

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Friday, October 18, 2013 9:45 AM  
**To:** Myra Hughes; Michelle Rhodes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 12 - GEOGRAPHY - Concentration Revisions in Geography BA Major

I have read this proposal and I have noted 2 items, as follows:

The Environmental Science concentration does not include the Note 1 beside GEOG 252 which the other 2 concentrations do. From a consistency standpoint, I am asking that this be added.

I know that Michelle and I discussed the title on the proposed Global Studies concentration, but I would like to officially ask if this is what the dept really wants to use. I think it will be too confusing for students if we have the BA-GDS degree and the BA, Geography major with Global Studies concentration, degree.

**From:** Michelle Rhodes  
**Sent:** Sunday, October 20, 2013 11:29 PM  
**To:** Rhonda Colwell; Myra Hughes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 12 - GEOGRAPHY - Concentration Revisions in Geography BA Major

We'll add the note for GEOG 252. That's an accidental omission.

The department discussed and voted on the name 'Global Studies' at the June retreat, and again on Oct 3 (for the concentration framework). Its name was chosen with deliberation, although no dissent, in part because the term Global has become the more accepted and inclusive one over International. Pedagogically, the courses within it are more 'global' than 'international', as global implies the intersection of multiple scales--from local to world-wide, and the processes imbedded within.

**From:** Rhonda Colwell  
**Sent:** October-21-13 10:32 AM  
**To:** Michelle Rhodes; Myra Hughes  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] 12 - GEOGRAPHY - Concentration Revisions in Geography BA Major

Thanks for this explanation Michelle. I have no more concerns.

# MEMO



To: CW Consult  
 From: Michelle Rhodes, Head, Geography Department  
 Date: October 2, 2013  
 Re: Resurrection and updating of course—GEOG 111—for approval, and Addition of GEOG 111 to Social Science Breadth Requirements (BA, LAD)

## Proposed

We are requesting the following changes to the Geography course offerings:

- Bringing back GEOG 111, formerly *Human Impact on the Environment*, and reintegrating into the regular course schedule.
- Updating the course title, content, learning outcomes, and evaluation.

We are also requesting the addition of GEOG 111 to the Social Science Breadth Requirements for the BA and Liberal Arts Diploma. The current calendar copy reads: "GEOG 105, 130 or higher". Our request is to change this to: GEOG 105, 111, 130 or higher.

## Rationale

Some variation of this course—offered as either GEOG 111 or, later, as GEOG 211—was a regular part of the Geography program until 2008, when it evolved into GEOG 211: Environmental Science. At the time of its evolution into *Environmental Science*, it was believed that the latter course was needed for the program, and there was limited room in the program to offer both a survey 'issues' course and a 'science' course for the environment.

Since that time, however, several problems have emerged:

1. This course continues to appear commonly through articulation, but is currently awarded GEOG 1xx.
2. There exists, based on interest in *Environmental Science*, an unmet demand for a survey 'issues' course.
3. UFV Geography is unusual in that it does not currently offer this course—equivalents are offered by almost all other institutions in BC.
4. The emerging Environmental Studies degree is in need of a 1<sup>st</sup> year survey course.
5. Enrolment in GEOG 140: Human Geography has continued to falter—especially in Chilliwack, and the program is in need of a first-year course that is more recognizable to incoming students, a role that was played by the previous incarnation of GEOG 111. The department believes that this course will be more effective in attracting Chilliwack students than GEOG 140 is.

## How Revised Course Fits into Program(s)

GEOG 111 will fill the same role it previously played—as an introductory survey course on human-environment relationships that also introduces students to Geography and Environmental Studies. It will replace one section each term of GEOG 140: Human Geography in the course rotation (currently three sections are scheduled each Fall and Winter). It will serve as an alternative to GEOG 140 in meeting

Geography program requirements. Because of this, the content of the course reflects many of the same thematic areas as GEOG 140, so as to ensure that students have an introduction to some of the overlapping concepts and terminology.

**Budget Implications**

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

This course addresses most if not all of the ILOs, notably *Demonstrate Information Competency* (#1); *Use Knowledge and Skills Proficiently* (#3); *Initiate Inquiries and Develop Solutions to Problems* (#4); *Engage in Collaborative Leadership* (#7); and *Contribute Regionally and Globally* (#9). This course will require, among other elements, that students work together to identify and address a regional environmental issue through service learning. These are important for those eventually seeking to contribute, in the capacity of citizens and professionals, to environmental management and protection; environmental communications and outreach; and related fields.

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

This course will be an alternate requirement to GEOG 140 for the BSc, Physical Geography major, the BA, major in Geography. It will also be used in the Environmental Studies degree (in development).

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

This course does not specifically address the needs of indigenous groups as a separate topic. A section of it may be developed for delivery to Indigenous learners in the future.

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:*

This course should be revenue-generating. Currently, Geography has severe enrolment challenges in Chilliwack for its GEOG 140 course. We believe that GEOG 111 will better draw students in, and can be tailored to address environmental issues in Chilliwack. We anticipate this course to fill regardless of campus, resulting in a higher overall fill rate for first-year Geography courses.

- a. *Credit value:* 3.0 credits
- b. *Class size limit:* 36
- c. *Frequency of offering:* every semester
- d. *Resources required (labs, equipment):* none; Blackboard may be needed

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

It is eligible.

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

An inexpensive local field trip may be required as part of the course. If so, notice will be provided in the timetable, and dates posted on the Geography website 30+ days ahead of the start of classes. Students will be responsible for partial to full costs. (Likely, students will be expected to meet instructors at location at start of class.)

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

Costs for students will typically include texts (~\$120) and small costs (~\$20) for field trip fees (if required).

**Campus-Wide Consultation:**

**From:** Rhonda Colwell  
**Sent:** Monday, October 07, 2013 2:14 PM  
**To:** Myra Hughes; cwconsult  
**Cc:** Michelle Rhodes  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi everyone,

I have two questions and one request, as follows:

Questions:

1. Assuming that there may still be students who have completed GEOG 111 the last time it was offered, will your dept allow these students to use their course to satisfy the new lower-level requirement of GEOG 111 or 140?
2. Can this course be used to satisfy 3 credits towards the BA and LAD Social Sciences Requirement?

Request:

Please add the following under the Calendar description – Note: Students who completed GEOG 211 prior to 2008 may not take GEOG 111 for further credit.  
I suggest that you check with OReg (if you have not already) about how this will be implemented.

**From:** Michelle Rhodes  
**Sent:** Monday, October 07, 2013 2:44 PM  
**To:** Rhonda Colwell; Myra Hughes; cwconsult  
**Subject:** RE: [CWC] Resurrection and updating of course - GEOG 111

Hi Rhonda

We will allow students who have GEOG 111 from bygone days to use this in lieu of GEOG 140. The new GEOG 111 is a substantial revision, but too much overlap with the old course for a student to repeat.

We'd love to have it used to meet the Soc Sci requirements. We can put through another request for this for the next CWC. We'll also add the note to the calendar description.

We did check with OReg a while back about bringing the course back, but we'll check again to make sure we don't have any issues with implementation.

Thanks for the comments!

Page 3



**From:** Darren Francis  
**Sent:** Friday, October 11, 2013 11:42 AM  
**To:** Myra Hughes; cwconsult  
**Cc:** Michelle Rhodes; Shelaugh Thomson; Michelle Ward  
**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi all,

I think there is some confusion regarding the re-activation of a course and maintaining its content versus creating a new course and using an old course number. In this case, it appears to me that the plan is to create a new course and use an old course number. From an Office of the Registrar's perspective, we would require a new course number for the proposed course. With the change in course content, title etc. resurrecting the course number will create issues with "Included" courses and "Excluded" courses on a student's transcript. Banner has no way of distinguishing between the original Geog 111 and the new version. As such, we would require a new course number to protect the integrity of the student's transcript.

If you need additional information, please let me know,

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [mailto:[cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca)] **On Behalf Of** Michelle Rhodes  
**Sent:** October-11-13 12:09 PM  
**To:** Darren Francis; Myra Hughes; cwconsult  
**Cc:** Michelle Ward; Shelaugh Thomson  
**Subject:** Re: [CWC] Resurrection and updating of course - GEOG 111

Hi Darren,

I understand the concern, and this proposed new/ resurrected course is on the borderline between new/ resurrected. However, it is more of the latter. Historically, an environmental issues course was taught as 'human impact on the environment' (the previous title of 111), but it has evolved at many institutions into a general environmental issues course, in large part because 'human impact on...' is theoretically too unidirectional and out of date in keeping with how this part of the discipline is delivered. In other words, the old version of GEOG 111 isn't taught in very many places at all anymore, and is instead delivered as an equivalent to what is being proposed now here.

At UFV, this course evolved in the early 2000s into GEOG 211. I wasn't here at that time, but from what I understand, it was to create more flow from 1st to 2nd to 3rd, etc., using GEOG 140 and either GEOG 101 or 102 as the 1st year introduction to the program. It was a popular course as GEOG 211 but resources being what they are in the program, it was replaced instead of supplemented by Environmental *Science* in 2008 rather than the Environmental *Issues* format. But the pre-2008 GEOG 211 was essentially the old GEOG 111.

Our proposal is to bring back the course, and to do so at the 1st year. We can adopt a different number, but it's not fundamentally a different course. This means we have to also put all sorts of notes saying that, for example, 'students who completed GEOG 111 prior to 2000, and GEOG 211 prior to 2008, cannot receive further credit', and the like. To me, this is more complicated for both

Page 4

advising (although it is admittedly uncommon to have many students still in the system who took the old GEOG 111) and it doesn't actually make any sense if this were indeed a new course.

If someone took GEOG 111 back in, say 1998, and wanted to take GEOG 111 again in, for instance, 2015, they'd essentially be repeating much of the same material. The subject matter being what it is, however, there would be a lot of new topical content and data. But the approach is the same.

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**From:** Ashley Hoogendoorn

**Sent:** Wednesday, October 16, 2013 11:49 AM

**To:** Michelle Rhodes; Darren Francis; Myra Hughes; cwconsult

**Cc:** Michelle Ward; Shelaugh Thomson

**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Darren and Michelle,

Historically, when a situation like this has come up, the department usually considered the amount of overlap material between the new and old version. If the courses were similar enough that credit could not be given for both, then this was usually justification that the course could be updated. If the courses are different enough from one another that credit can be given for both, then it would need to go through the approval process as a new course, with a new course number. Course numbers cannot be reused for different courses.

If the former is the case, then going forward, the committees would need to see that there is sufficient overlap to be the same course.

Thanks,  
Ashley

**From:** Michelle Rhodes

**Sent:** Wednesday, October 16, 2013 12:53 PM

**To:** Ashley Hoogendoorn, Darren Francis; Myra Hughes; cwconsult

**Cc:** Michelle Ward; Shelaugh Thomson

**Subject:** RE: Resurrection and updating of course - GEOG 111

Hi Ashley and Darren,

This version of 111 is definitely a case of too much overlap with the original 111. While the original (1993) course description varied significantly, the topics covered (and outlined in the OCO) are very, very similar. The original 111 was also replaced by the (original) 211 (until 2008) which had a very similar title and course description. In other words, a student taking GEOG 111 in 2014 would be taking what is fundamentally the same course as they would have in 1994, even if the title and description were different, and should not be awarded further credit.

The earlier version of 111 was very much informed by the thinking about this type of course back at that time, down to the use of the classic Goudie text--a book I had to use when an undergraduate in this course (but which is no longer as widely adopted).

Michelle

[See addition on page 3.](#)

Bachelor of Arts general requirements

Breadth requirement

Students enrolled in a major must complete at least 30 credits in five or more subject areas outside the Arts major. No more than 12 credits from any one subject area can be used to fulfill this breadth requirement.

Students enrolled in two extended minors must complete at least 30 credits in five or more subject areas of which one can be one of their extended minors. No more than 12 credits from any one subject area can be used to fulfill this breadth requirement.

Note: These breadth requirements will be met in part by fulfilling the following requirements:

Writing requirement

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course), a grade of A in ENGL 099, or a grade of A in ENGL 091.  
Note: In assessing a high school grade, the BA program uses the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

Note: ARTS 100 meets both the writing requirement and the reasoning requirement.

Reasoning requirement

PHIL 100 or ARTS 100 (see Note 1), or at least three credits from each of the following lists:

**Humanities List**

- AH 205, 316
- CMNS 251, 360

**Social Sciences List**

- ANTH 301
- ECON 100

- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453
- GEOG 241, 452
- STAT 104
- PSYC 202 (see Note 2), 408
- SOC 255/ANTH 255/MACS 255
- SOC 350

Note 1: ARTS 100 meets both the writing requirement and the reasoning requirement.

Note 2: This requirement may be met by PSYC 210 if previously completed.

Lab Science requirement

Four credits from:

- ASTR 103 or 104
- BIO, 100-level or higher
- CHEM, 100-level or higher
- GEOG 101, 102, or 116
- KPE 163 or 170
- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

Humanities requirement

Six credits from:

- Art History
- Communications
- English 108 or higher
- Film
- French
- Halq'eméylem
- History
- Interdisciplinary courses (see Note)
- Japanese
- Linguistics
- Mandarin
- Mathematics
- Music
- Philosophy 100 or higher
- Punjabi
- Religious Studies
- Russian

- Spanish
- Theatre
- Visual Arts

Note: Interdisciplinary courses are determined by an Arts Advisor.

Social Science requirement

Six credits from:

- Anthropology
- Criminal Justice (see Note 1)
- Economics
- Geography 105, [111](#), 130 or higher
- Global Development Studies
- Interdisciplinary courses (see Note 2)
- Latin American Studies
- Media and Communication Studies
- Political Science
- Psychology
- Sociology
- Women's Studies

Note 1: Please contact an Arts Advisor for details regarding acceptable criminal justice courses.

Note 2: Interdisciplinary courses are determined by an Arts Advisor.

Special note: Prospective elementary and secondary school teachers must, in following the above guidelines, take into account the B.C. Teacher Regulation Boards and Faculty of Education admission requirements. Consult an educational advisor in Student Services for assistance.

Arts discipline requirements

See under individual disciplines.

[Return to main Arts page](#)

[See addition on Page 4](#)

Arts

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

#### Liberal Arts diploma

Students will no longer be admitted directly to the Liberal Arts diploma. They can, however, graduate from the Liberal Arts diploma while in another program, as long as all program requirements have been met. Students not currently in a UFV program might consider applying to the [Bachelor of Arts](#) or [Associate of Arts](#) degree programs, or the Arts Studies [program path](#).

The Liberal Arts diploma program requires a minimum of 60 university-level credits. It is designed to provide students with a breadth of intellectual and academic experience while recognizing the importance of concentrated study in a specific field or discipline.

The diploma addresses the needs of students pursuing educational or career goals in the humanities or social sciences. The Liberal Arts diploma may serve as an educational goal or as an intermediate qualification for those who transfer to other educational institutions. Students planning to obtain the Bachelor of Arts offered by the college of Arts can complete the diploma and satisfy the general program requirements for the BA degree and the lower-level requirements for their major, extended minors, or minor program(s). Students who pursue the Liberal Arts diploma will be subject to the policies on academic standing, continuance in program, and academic warning that apply to the program they have been admitted to.

#### Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Arts Advisor.

Students who qualify to receive a Liberal Arts diploma must be approved by the Arts Advice Centre and the Senate. Students must apply for graduation by completing the Graduation Request form available [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms) or at 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.

#### Program requirements

A total of 60 university-level credits with an overall cumulative grade point average of 2.0 is required to complete this program. Of those 60 credits, 30 must be completed at UFV. Thirty-three credits must be in Arts chosen from the following list of subjects:

- Anthropology, art history, communications (CMNS 155 and above), criminology/criminal justice (excluding CRIM 201, 202, and 203), economics, English, film, geography, history, international studies, Latin American studies,

mathematics/statistics, media and communication studies, modern languages, philosophy, political science, psychology, religious studies, sociology, theatre, and visual arts.

Of the remaining 27 credits, up to 12 credits (at the 100-level or higher) may be from outside the Arts and Sciences. A Science course, as defined by the British Columbia Council on Admissions and Transfer, will include biology, chemistry, computing science, kinesiology, mathematics/statistics, and physics.

Liberal Arts diploma students must consider the following in making their course selection:

- Access to seats in some courses may be limited due to course prerequisites and/or seats reserved for students in specific programs or majors.
- Students considering a teaching career should be aware that not all disciplines or programs are recognized for professional certification. As teacher education programs are professional programs, students should seek advice regarding course selection from the educational advisors in Students Services or from the institution which they plan to attend.

Students planning to continue on to complete the Bachelor of Arts degree offered by the College of Arts are advised to take courses to satisfy their choices within requirements numbered 1 to 7, and to follow the discipline requirements of their chosen major, extended minors, or minor program(s).

#### Breadth requirement

30 university-level credits from at least five subject areas. No more than 12 credits from any one subject area can be used to satisfy this requirement.

#### Writing requirement

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: ARTS 100 meets both the writing requirement and the reasoning requirement.

#### Reasoning requirement

One of PHIL 100 or ARTS 100 (see Note 1), or at least three credits from each list:

#### **Humanities List**

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364

#### **Social Sciences List**

- ANTH 301
- ECON 100
- GEOG 241, 452

- HIST 300
- MATH 265
- THEA 201, 453
- STAT 104
- PSYC 202 (see Note), 408
- SOC 255/ANTH 255/MACS 255
- SOC 350

Note: This requirement may be met by PSYC 210 if previously completed.

Laboratory Science requirement

Four credits from:

- Astronomy 103 or 104
- BIO 100-level or higher
- CHEM 100-level or higher
- GEOG 101, 102, or 116
- KPE 163 or 170
- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

Humanities requirement

Six credits from:

- Art History
- Communications
- English 108 or higher
- Film
- French
- History
- Halq'eméylem
- Interdisciplinary courses (see Note)
- Japanese
- Linguistics
- Mandarin
- Mathematics
- Music
- Philosophy 100 or higher
- Punjabi
- Religious Studies
- Russian
- Spanish
- Theatre
- Visual Arts



Note: Interdisciplinary courses are determined by an Arts Advisor.

Social Science requirement

Six credits from:

- Anthropology
- Criminal Justice (see Note 1)
- Economics
- Geography 105, [111](#), 130 or higher
- Global Development Studies
- Interdisciplinary courses (see Note 2)
- Latin American Studies
- Media and Communication Studies
- Political Science
- Psychology
- Sociology
- Women's Studies

Note 1: Please contact an Arts Advisor for details regarding acceptable criminal justice courses.

Note 2: Interdisciplinary courses are determined by an Arts Advisor.

Elective requirement

University-level elective credit(s), to bring total credits to 60.

Note: Students should choose their electives according to the degree they may be pursuing. Please refer to the appropriate section of the calendar for details.

Other Arts diplomas

The following diplomas are also available at UFV:

- [Fashion Design diploma](#)
- [Graphic and Digital Design diploma](#)
- [Theatre Arts diploma](#)
- [Visual Arts diploma](#)

Course listings

For complete details on courses, please consult the appropriate category in the [course descriptions](#) section.



# MEMO



To: Campus Wide Consultation (CWC)  
From: Michelle Rhodes, Head, Geography Department  
Date: October 3, 2013  
Re: New Course for Approval; GEOGRAPHY 103

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## **Proposed**

With the approval of the new course GEOG 103: The Physical Environment, we are requesting that GEOG 103 be added to the list of eligible courses for use in the lab science requirements of the Bachelor of Arts degree, Bachelor of Arts in Global Development Studies, and Bachelor of Arts (Criminal Justice) degree.

## **Rationale:**

Geography 103 is a course designed to provide a general introduction to the science of physical geography, and will, in the next 2-3 years, replace Geography 101 and Geography 102 as requirements within our programs. The goal is to streamline and balance first-year offerings, easing the transition for Geography students into higher levels of programming, particularly in Physical Geography. The single, 4-credit course requirement will balance out the single-course, 3-credit requirement in human/environmental geography. This is recommended change as well from the external reviewers. While there is no consistency in BC as to the model for first-year Physical Geography programming, Canada-wide, the tendency is more towards adopting the single course model. Further, using the creation of GEOG 103 also creates more distinction between first year physical geography courses, as currently GEOG 102: Evolution of the Earth's Surface has significant overlap with GEOG 116: Introduction to Geology. (The two courses cannot both be completed for credit.)

Bachelor of Arts general requirements

Breadth requirement

Students enrolled in a major must complete at least 30 credits in five or more subject areas outside the Arts major. No more than 12 credits from any one subject area can be used to fulfill this breadth requirement.

Students enrolled in two extended minors must complete at least 30 credits in five or more subject areas of which one can be one of their extended minors. No more than 12 credits from any one subject area can be used to fulfill this breadth requirement.

Note: These breadth requirements will be met in part by fulfilling the following requirements:

Writing requirement

Students can meet the writing requirement in one of two ways:

1. Enter the BA program with a grade of A in English 12 (or an equivalent course), a grade of A in ENGL 099, or a grade of A in ENGL 091.

Note: In assessing a high school grade, the BA program uses the blended final grade. English 12 equivalent courses include English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), Advanced Placement English.

**OR**

2. Complete successfully one of the following courses:

- ENGL 105
- CMNS 155
- ARTS 100 (see Note)

Note: ARTS 100 meets both the writing requirement and the reasoning requirement.

Reasoning requirement

PHIL 100 or ARTS 100 (see Note 1), or at least three credits from each of the following lists:

**Humanities List**

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453

**Social Sciences List**

- ANTH 301
- ECON 100
- GEOG 241, 452
- STAT 104
- PSYC 202 (see Note 2), 408
- SOC 255/ANTH 255/MACS 255

- SOC 350

Note 1: ARTS 100 meets both the writing requirement and the reasoning requirement.

Note 2: This requirement may be met by PSYC 210 if previously completed.

Lab Science requirement

Four credits from:

- ASTR 103 or 104
- BIO, 100-level or higher
- CHEM, 100-level or higher
- GEOG 101, 102, 103 or 116
- KPE 163 or 170
- PHYS 100-level or higher
- PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed

Criminology/Criminal Justice  
[ufv.ca/criminology](http://ufv.ca/criminology)

Program outline

Lower-level requirements

**Semester I**

| Course   | Title                                       | Credits |
|----------|---------------------------------------------|---------|
| CRIM 100 | Introduction to Criminology                 | 3       |
| CRIM 103 | Introduction to the Criminal Justice System | 3       |
| CRIM 129 | Academic and Professional Development       | 3       |
| PSYC 101 | Introduction to Psychology I                | 3       |
| SOC 101  | Introductory Sociology                      | 3       |

**Semester II**

| Course             | Title                                                        | Credits |
|--------------------|--------------------------------------------------------------|---------|
| CRIM 104           | Sociological Explanations of Criminal and Deviant Behaviour  | 3       |
| CRIM 105           | Psychological Explanations of Criminal and Deviant Behaviour | 3       |
| Elective           | General any 100/200-level non-criminology course             | 3       |
| Elective           | CRIM                                                         | 3       |
| CMNS 125           | Introduction to Workplace Communication                      | 3       |
| <b>or</b> CMNS 155 | Introduction to Workplace and Academic Communication         |         |
| <b>or</b> ENGL 105 | Academic Writing                                             |         |

**Semester III**

| Course             | Title                                                                   | Credits |
|--------------------|-------------------------------------------------------------------------|---------|
| CRIM 240           | Comparative Criminal Justice Systems                                    | 3       |
| <b>or</b> CRIM 251 | Law Enforcement in Canada                                               |         |
| <b>or</b> CRIM 252 | Corrections in Canada                                                   |         |
| CRIM 265           | Problem Management Skills for Criminal Justice Interventions (see Note) | 3       |
| Elective           | CRIM                                                                    | 3       |

|          |                                                          |   |
|----------|----------------------------------------------------------|---|
| Elective | Arts (UFV) 200-level or higher (non-criminology)         | 3 |
| CMNS 251 | Professional Report Writing<br>or ENGL 120–170 or higher | 3 |

Note: Students who have taken (the now discontinued) CRIM 260 course may use it instead of CRIM 265. CRIM 160 (now discontinued) may be used as a general elective.

**Semester IV**

| Course   | Title                           | Credits |
|----------|---------------------------------|---------|
| CRIM 220 | Research Methods in Criminology | 3       |
| CRIM 230 | Criminal Law                    | 3       |
| CRIM 281 | Field Work Practicum            | 6       |
| POSC 110 | Canadian Politics               | 3       |
| Total    |                                 | 60      |

Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.

Note: Students should plan their 100/200-level electives to ensure they will have the necessary prerequisites for the required 300/400-level non-criminology electives.

Upper-level requirements

Note: Students must have a minimum program GPA of 2.0 in order to continue into upper level.

**Semester V**

| Course         | Title                                                                                                       | Credits |
|----------------|-------------------------------------------------------------------------------------------------------------|---------|
| CRIM 310       | Advanced Theoretical Perspectives                                                                           | 3       |
| CRIM 321       | Qualitative Research Methods                                                                                | 4       |
| CRIM 330       | Criminal Procedure and Evidence                                                                             | 3       |
| STAT 104       | Introductory Statistics                                                                                     | 4       |
| Elective Arts: | Any one of Art History, History, languages, Visual Arts, Film, PHIL 100 or higher, Theatre, or ENGL 120–170 | 3       |

**Semester VI**

| Course   | Title                                          | Credits |
|----------|------------------------------------------------|---------|
| CRIM 311 | Multiculturalism, Conflict, and Social Justice | 3       |

|          |                                    |   |
|----------|------------------------------------|---|
| CRIM 320 | Research Techniques                | 4 |
| CRIM 335 | Human Rights and Civil Liberties   | 3 |
| Elective | Any 300/400 non-criminology course | 3 |
| Elective | Any 300/400 non-criminology course | 3 |

**Semester VII**

| Course                                                                                                                 | Title                                 | Credits |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------|
| CRIM 435                                                                                                               | Innovations in Canadian Public Safety | 3       |
| Elective                                                                                                               | One of CRIM 400-419                   | 3       |
| BUS 203                                                                                                                | Organizational Behaviour (see Note)   | 3       |
| Elective                                                                                                               | General: Any university-level course  | 3       |
| Elective Science: Any Biology, Chemistry, Physics, 100-level or higher, or GEOG 101<br><del>or</del> 102, 103, or 116. |                                       | 4       |

Note: The prerequisite for BUS 203 (BUS 100 or 102) will be waived for Criminal Justice degree reserved seats.

**Semester VIII**

| Course                   | Title                              | Credits |
|--------------------------|------------------------------------|---------|
| CRIM 450                 | Social Policy Analysis             | 3       |
| CRIM 480                 | Field Work Practicum               | 6       |
| Elective                 | Any 300/400 non-criminology course | 3       |
| Elective                 | Any one of CRIM 400–419            | 3       |
| Total                    |                                    | 64      |
| Plus lower-level credits |                                    | 60      |
| Total program credits    |                                    | 124     |

Course listings

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

[Return to main Criminology/Criminal Justice page](#)





33844 King Road  
Abbotsford, BC V2S 7M8  
Phone: 604 504-7441

**MEMORANDUM**

**To:** College of Arts Faculty Curriculum & UE Committees

**From:** John Pitcher, Department Head (English)

**Date:** ~~February 2013 & May 23~~ **November 12**, 2013

**Re:** Proposed Program Changes for BA English honours, major (all concentrations), minor, and extended minor.

---

The English department proposes the following changes to the above named programs.

1. Addition of a Distribution Requirement: Students must take one course from List A (Global and Local Literatures) and one course from List B (Canadian Literature).

**List A (Global and Local Literatures)**

228 Topics in Aboriginal Literature  
229 Mennonite Literature  
245 Introduction to South Asian Literature  
367 Culture and Theory of Diaspora  
369 Studies in World Literature  
380 Studies in South Asian Literature  
382 India in English  
384 Studies in South Asian Diaspora Literature

**List B (Canadian Literature)**

240 Introduction to Canadian Literature (course outline to include Aboriginal and diasporic literatures)  
354 Canadian Poetry and Prose, Beginnings to 1920  
356 Modern Canadian Prose  
358 Modern Canadian Poetry  
360 Topics in Canadian Literature  
361 Canadian Drama  
362 Literature of British Columbia

2. Methods Course: Students must take ENGL 200 (Introduction to Literary Critical Methods). ENGL 200 focuses on strategies for reading literature, including interpreting figurative language and other textual elements. This writing-intensive course will introduce students to the interpretive and writing skills that the department expects them to practice in other courses. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.
- ~~3. ENGL 105: Students will no longer be required to take ENGL 105 as a Program Requirement for BA English. (English majors will presumably continue to take ENGL 105 to fulfill the Writing Requirement for the BA.)~~ **This item is being retracted re: of the BA writing requirement change.**

4. Addition of ENGL 405 – Seminar in Creative Writing to the major Creative Writing Concentration. (see CrWr concentration for detail).
5. Reorganization of the honours requirements to give more options (see below)

ENGL 364 History and Principles of Literary Criticism  
**or** ENGL 366 Studies in Critical Approaches to Literature  
*or ENGL 401d Seminar in Rhetoric and Literary Theory (d: Theory Focus) 4*

6. Update program requirements to reflect courses developed but not currently listed in the appropriate areas, such as ENGL 308, 321, and 384.
- ~~6-7.~~ Removal of references to previously cross-listed ENGL 165 in program requirements as per CACC.

*-(The following excerpt is taken from the online UFV calendar, 2012/13 edition)*

English [ufv.ca/english](http://ufv.ca/english)

**English Honours**

Note: Entry is restricted to students with a GPA of 3.5 or better, calculated on a minimum of 60 credits of coursework applicable to the BA. The program is recommended for students who intend to pursue studies at the MA or PhD level. Students must apply by letter directly to the department.

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 18 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170</li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 44 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319</li> <li>• Eight credits from ENGL 323-363, 368, 369, 490</li> <li>• Twelve credits from ENGL 301-363, 380-382, 401, 403</li> <li>• Four credits from ENGL 364, 366</li> <li>• Four credits from ENGL 370-379</li> <li>• Eight credits, ENGL 491, 492</li> </ul> | <p>Lower-level requirements: <del>18</del><u>21</u> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>, 170</li> <li>• <u>ENGL 200</u></li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 44 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, <u>308</u>, 309, 310, 312, 316, 318, 319</li> <li>• Eight credits from ENGL <del>323-321</del>-363, 368, 369, 490</li> <li>• Twelve credits from ENGL 301-363, 380<del>1</del>-382, <del>384</del>, <del>401</del>, 403</li> <li>• Four credits from ENGL 364, 366, <u>401d</u></li> <li>• Four credits from ENGL 370-379</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Eight credits, ENGL 491, 492</li> </ul> <p><a href="#">Distribution requirement</a></p> <ul style="list-style-type: none"> <li>• <a href="#">One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</a></li> <li>• <a href="#">One course from ENGL 240, 354, 356, 358, 360, 361, 362</a></li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Other requirements

GPA requirements

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

Course requirements

Students must complete 44 upper-level credits to fulfill the requirements for the English Honours. Lower-level requirements for both the English Honours and English major are identical, but students intending to complete an honours program should be aware that upper-division requirements for the English Honours are specific to the honours program and constitute the following:

| Course              | Title                                                           | Credits  |
|---------------------|-----------------------------------------------------------------|----------|
| ENGL 364            | History and Principles of Literary Criticism                    |          |
| <b>or</b> ENGL 366  | Studies in Critical Approaches to Literature                    | <b>4</b> |
| <b>or ENGL 401d</b> | <b>Seminar in Rhetoric &amp; Literary Theory (Theory focus)</b> | <b>4</b> |
| ENGL 370            | The History of the English Language                             |          |
| <b>or</b> ENGL 375  | Rhetoric: Composition Theory                                    |          |
| <b>or</b> ENGL 376  | Rhetoric: An Historical Survey                                  | 4        |
| ENGL 491            | Honours Directed Reading                                        | 4        |
| ENGL 492            | Honours Essay                                                   | 4        |

Language requirement

Students must demonstrate proficiency in another language. This may be accomplished by completing 6 credits of [coursework in a language](#) 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.

Course listings

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

English  
[ufv.ca/english](http://ufv.ca/english)

**English major, English Literature**

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

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 18 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170</li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 32 credits</p> <p>Eight credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 323-363, 368, 369</li> <li>• Sixteen credits from ENGL 301-490 (see Note)</li> </ul> | <p>Lower-level requirements: <del>18</del><u>21</u> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>-170</li> <li>• <u>ENGL 200</u></li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 32 credits</p> <p>Eight credits from ENGL 301, 304, <del>306</del>, <u>308</u>, 309, 310, 312, 316, 318, 319</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL <del>323</del><u>321</u>-363, 368, 369</li> <li>• Sixteen credits from ENGL 301-490 (see Note)</li> </ul> <p><a href="#">Distribution requirement</a></p> <ul style="list-style-type: none"> <li>• <a href="#">One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</a></li> <li>• <a href="#">One course from ENGL 240, 354, 356, 358, 360, 361, 362</a></li> </ul> |

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

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

**English major, Creative Writing concentration**

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

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 21 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 108, 115, 120, 130, 150, 170,</li> <li>• Three credits from ENGL 104, 165</li> <li>• Six credits from ENGL 204-207, 240, 280</li> <li>• Six credits from ENGL 208, 211, 212, 213, 215</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, 312, 316</li> <li>• 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381</li> <li>• Four credits from ENGL 356, 360, 361</li> <li>• Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)</li> <li>• ENGL 490 (see Note 2)</li> </ul> | <p>Lower-level requirements: 21 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL <a href="#">104</a>, 108, 115, 120, 130, 150, 170,</li> <li>• <del>Three credits from ENGL 104, 165-200</del></li> <li>• Six credits from ENGL 204-207, 240, 280</li> <li>• Six credits from ENGL 208, 211, 212, 213, 215</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, 312, 316</li> <li>• 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381</li> <li>• Four credits from ENGL 356, 360, 361</li> <li>• Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)</li> <li>• <del>Four credits from ENGL 405</del>, 490 (see Note 2)</li> </ul> <p><a href="#">Distribution requirement</a></p> <ul style="list-style-type: none"> <li>• <a href="#">One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</a></li> <li>• <a href="#">One course from ENGL 240, 354, 356, 358, 360, 361, 362</a></li> </ul> |

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

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

**English major, Drama concentration**

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

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 18 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170, THEA 101</li> <li>• Nine credits from ENGL 204-280</li> <li>• Three credits from ENGL 230, THEA 201, THEA 202</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, 309, 316, 318, 319</li> <li>• Twelve credits from ENGL 310, 312, 361, 368, THEA 305, 311, 352, 353, 360, 370, 401, 450, 451</li> <li>• Twelve credits from ENGL 301-490</li> </ul> | <p>Lower-level requirements: <del>18-21</del> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>-170, THEA 101</li> <li>• <del>ENGL 200</del></li> <li>• Nine credits from ENGL 204-280</li> <li>• Three credits from ENGL 230, THEA 201, THEA 202</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, <del>308</del>, 309, 316, 318, 319</li> <li>• Twelve credits from ENGL 310, 312, 361, 368, THEA 305, 311, 352, 353, 360, 370, 401, 450, 451</li> <li>• Twelve credits from ENGL 301-490</li> </ul> <p><u>Distribution requirement</u></p> <ul style="list-style-type: none"> <li>• <u>One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</u></li> <li>• <u>One course from ENGL 240, 354, 356, 358, 360, 361, 362</u></li> </ul> |

**English major, Writing and Rhetoric concentration**

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

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 18 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170</li> <li>• Six credits from ENGL 204-280</li> <li>• Six credits from ENGL 209, 210, 214</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319</li> <li>• Sixteen credits from ENGL 370, 371, 372, 374, 375, 376, 379</li> <li>• Eight credits from ENGL 301-490</li> </ul> | <p>Lower-level requirements: <del>18-21</del> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>, 170</li> <li>• <del>ENGL 200</del></li> <li>• Six credits from ENGL 204-280</li> <li>• Six credits from ENGL 209, 210, 214</li> </ul> <p>Upper-level requirements: 32 credits</p> <ul style="list-style-type: none"> <li>• Eight credits from ENGL 301, 304, 306, <del>308</del>, 309, 310, 312, 316, 318, 319</li> <li>• Sixteen credits from ENGL 370, 371, 372, 374, 375, 376, 379</li> <li>• Eight credits from ENGL 301-490</li> </ul> <p><a href="#">Distribution requirement</a></p> <ul style="list-style-type: none"> <li>• <a href="#">One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</a></li> <li>• <a href="#">One course from ENGL 240, 354, 356, 358, 360, 361, 362</a></li> </ul> |

Course listings

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

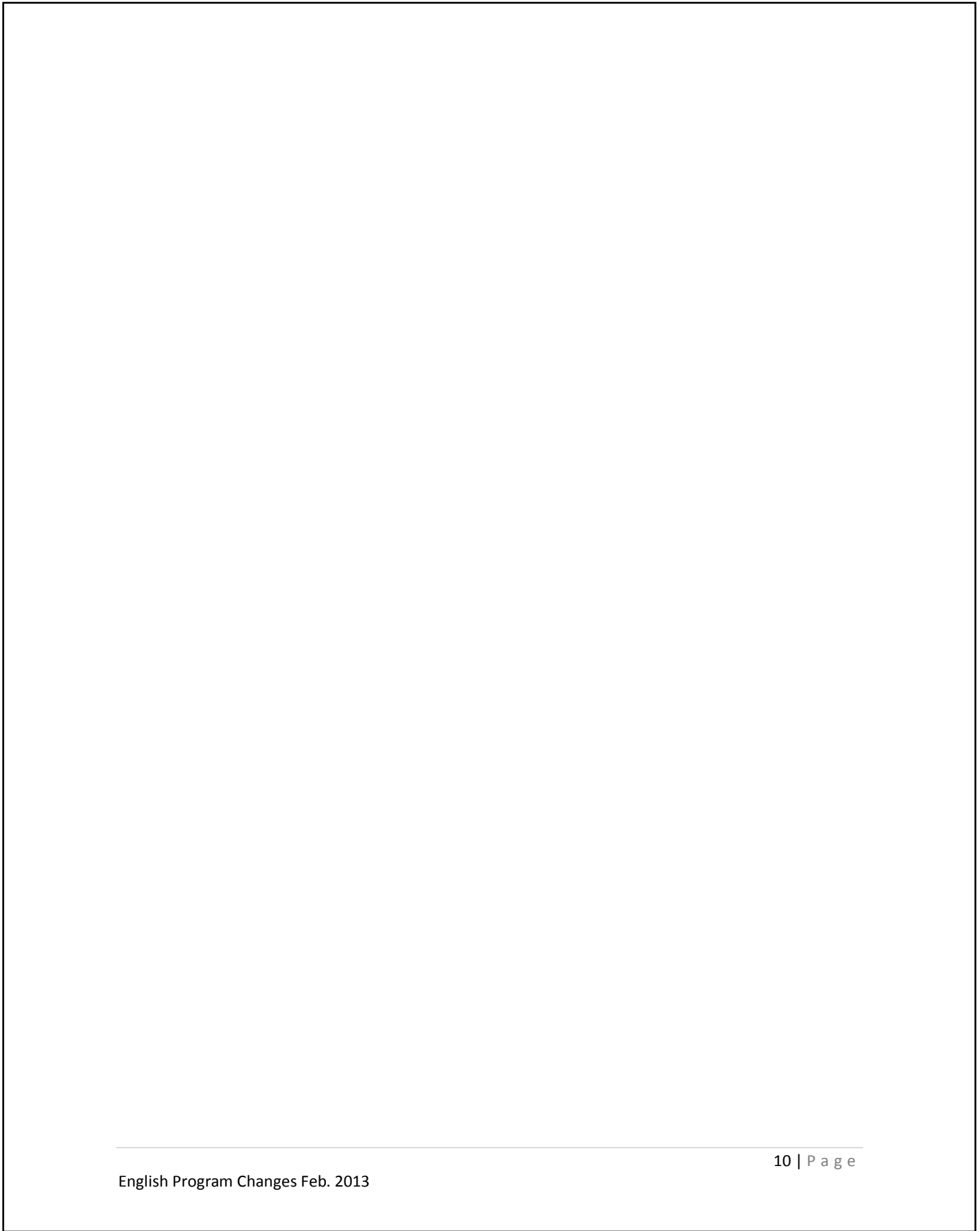


**English extended minor**

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 18 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170</li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 16 credits</p> <ul style="list-style-type: none"> <li>• Four credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319,</li> <li>• Twelve credits from ENGL 301- 490</li> </ul> | <p>Lower-level requirements: <del>18</del><u>21</u> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>,170</li> <li>• <b>ENGL 200</b></li> <li>• Six credits from ENGL 204-207</li> <li>• Six credits from ENGL 208-280</li> </ul> <p>Upper-level requirements: 16 credits</p> <ul style="list-style-type: none"> <li>• Four credits from ENGL 301, 304, 306, <del>308</del>, 309, 310, 312, 316, 318, 319,</li> <li>• Twelve credits from ENGL 301- 490</li> </ul> <p><u>Distribution requirement</u></p> <ul style="list-style-type: none"> <li>• <u>One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</u></li> <li>• <u>One course from ENGL 240, 354, 356, 358, 360, 361, 362</u></li> </ul> |

**English minor**

| Currently reads:                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proposed changes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lower-level requirements: 12 credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, 165, 170</li> <li>• Six credits from ENGL 204-280</li> </ul> <p>Upper-level requirements: 44 credits</p> <ul style="list-style-type: none"> <li>• Four credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319,</li> <li>• Twelve credits from ENGL 301- 490</li> </ul> | <p>Lower-level requirements: <del>12</del><u>15</u> credits</p> <ul style="list-style-type: none"> <li>• ENGL 105</li> <li>• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, <del>165</del>,170</li> <li>• <b>ENGL 200</b></li> <li>• Six credits from ENGL 204-280</li> </ul> <p>Upper-level requirements: 44 credits</p> <ul style="list-style-type: none"> <li>• Four credits from ENGL 301, 304, 306, <del>308</del>, 309, 310, 312, 316, 318, 319,</li> <li>• Twelve credits from ENGL 301- 490</li> </ul> <p><u>Distribution requirement</u></p> <ul style="list-style-type: none"> <li>• <u>One course from ENGL 228, 229, 245, 367, 369, 380, 382, 384</u></li> <li>• <u>One course from ENGL 240, 354, 356, 358, 360, 361, 362</u></li> </ul> |



Campus Wide Consultation – English Program Changes

**From:** Rhonda Colwell  
**Sent:** April-16-13 1:27 PM  
**To:** Lesley Poh; cwconsult  
**Cc:** Rachael Letkeman; John Pitcher; Ashley Hoogendoorn  
**Subject:** RE: [CWC] Changes to the BA English - Honours, major (all concentrations), extended minor, & minor

Hi all,

First, my apologies for how late I am responding to this message. I read this during the week it came out but I needed time to digest everything proposed before sending my comments.

1. I have no concerns about asking ENGL students to complete one course from each of the lists as I think it adds more breadth to their ENGL course selections.
2. I understand the premise behind requiring all ENGL students to complete this course. Where my concern lies is with the practicalities of offering enough sections when the dept currently cannot handle the demand on upper-level ENGL courses. I checked the BI tool for how many declared ENGL students are completing courses this semester = 337. I don't want to see this course become a roadblock for this many students.
3. Please do not assume that ENGL students will complete ENGL 105 to satisfy the BA Writing Requirement as there are 2 other courses that they can complete. If the dept thinks that the learning obtained in this course is critical for an ENGL student, then please keep the requirement as is.
4. I have no concerns about this – more options for students is something I appreciate.
5. Again, I have no concerns about this.
6. Again, I have no concerns about this.

Thanks,  
Rhonda

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Lesley Poh  
**Sent:** Thursday, March 14, 2013 8:34 AM  
**To:** cwconsult  
**Cc:** Rachael Letkeman; John Pitcher; Ashley Hoogendoorn  
**Subject:** [CWC] Changes to the BA English - Honours, major (all concentrations), extended minor, & minor

Sorry to clog your inbox...please disregard a previous email (sent March 13, 2013 at 4:40 pm) as the attachment was missing.

The English department proposes the following changes to the above named programs.

1. Addition of a Distribution Requirement: Students must take one course from List A (Global and Local Literatures) and one course from List B (Canadian Literature).

**List A (Global and Local Literatures)**

228 Topics in Aboriginal Literature  
229 Mennonite Literature

Campus Wide Consultation – English Program Changes

- 245 Introduction to South Asian Literature
- 367 Culture and Theory of Diaspora
- 369 Studies in World Literature
- 380 Studies in South Asian Literature
- 382 India in English
- 384 Studies in South Asian Diaspora Literature

**List B (Canadian Literature)**

- 240 Introduction to Canadian Literature (course outline to include Aboriginal and diasporic literatures)
- 354 Canadian Poetry and Prose, Beginnings to 1920
- 356 Modern Canadian Prose
- 358 Modern Canadian Poetry
- 360 Topics in Canadian Literature
- 361 Canadian Drama
- 362 Literature of British Columbia

2. Methods Course: Students must take ENGL 200 (Introduction to Literary Critical Methods). ENGL 200 focuses on strategies for reading literature, including interpreting figurative language and other textual elements. This writing-intensive course will introduce students to the interpretive and writing skills that the department expects them to practice in other courses. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.
3. ENGL 105: Students will no longer be required to take ENGL 105 as a Program Requirement for BA - English. (English majors will presumably continue to take ENGL 105 to fulfill the Writing Requirement for the BA.)
4. Addition of ENGL 405 – Seminar in Creative Writing to the major Creative Writing Concentration. (see CrWr concentration for detail).
5. Reorganization of the honours requirements to give more options (see below)

ENGL 364 History and Principles of Literary Criticism  
or ENGL 366 Studies in Critical Approaches to Literature

or ENGL 401d *Seminar in Rhetoric and Literary Theory (d: Theory Focus)* 4

6. Update program requirements to reflect courses developed but not currently listed in the appropriate areas, such as ENGL 308, 321, and 384.

Memo along with existing program with the various changes in “track changes” format is attached. These changes were approved at our February 8, and March 8, 2013 meetings.

# MEMO



**To:** Amanda McCormick, College of Arts Curriculum Committee Chair

**From:** Stephen Piper, SCMS Department Head

**Date:** September 19, 2013

**Re:** Minor Program change Sociology Major and Extended Minor

---

## **Proposed**

We are requesting an amendment of the program requirements for the Sociology Major and Extended Minor, so as to accept PSYC 110 Statistical Analysis in Psychology as an alternative to STAT 104 or STAT 106.

## **Rationale**

PSYC 110 is substantially similar to STAT 104 and STAT 106 as an introduction to statistical analysis and will serve equally well as a prerequisite for SOC 355 Qualitative Research Methods. Accepting PSYC 110 as an alternative will give students more scheduling options and facilitate degree completion.

## **Budget Implications**

None.

## **Institutional Learning Outcomes**

No change. Like STAT 104 and STAT 106, PSYC 110 contributes principally to these ILOs:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively

## **Indigenization**

No change.

## **Timeline for Implementation**

The department is requesting this change to be effective immediately.

---

**CWC Comments**

---

**From: Rhonda Colwell**

Hi everyone,

I have no concerns with this proposal. Giving students more options is always a good thing. Plus, I think I may have requested the dept consider this

One suggestion – list the courses in alphabetically order.

Thx,

Rhonda

---

**From: Sydney Lamirand**

Hi Rhonda,

I have amended the proposal to list the courses in alphabetically order.

Thank you,

Sydney Lamirand

---

**Sociology major**

Lower-level requirements: 18-19 credits

| <b>Course</b>                                   | <b>Title</b>                              | <b>Credits</b> |
|-------------------------------------------------|-------------------------------------------|----------------|
| SOC 101                                         | Introductory Sociology                    | 3              |
| SOC 201                                         | Key Ideas in Sociology                    | 3              |
| SOC 255/<br>ANTH 255/<br>MACS 255               | Introduction to Social Research           | 3              |
| <u>or PSYC<br/>110</u>                          | <u>Statistical Analysis in Psychology</u> | <u>3</u>       |
| STAT 104<br>or STAT<br>106                      | Introductory Statistics<br>Statistics I   | <u>4</u><br>4  |
| <b>Plus:</b>                                    |                                           |                |
| Six additional lower-level credits in sociology |                                           | 6              |

Upper-level requirements: 32 credits

**32 credits of 300- and 400-level sociology as follows:**

| <b>Course</b>                                               | <b>Title</b>                      | <b>Credits</b> |
|-------------------------------------------------------------|-----------------------------------|----------------|
| SOC 355/<br>ANTH<br>355/<br>MACS 355                        | Quantitative Methods (see Note 1) | 4              |
| SOC 356/<br>ANTH<br>356/<br>MACS 356                        | Qualitative Research Methods      | 4              |
| SOC 350                                                     | Classical Sociological Thought    | 4              |
| <b>Plus:</b>                                                |                                   |                |
| 20 additional upper-level credits in sociology (see Note 2) |                                   | 20             |

Note 1: CRIM 320 or GEOG 252 (formerly GEOG 352) may be substituted for SOC 355/ANTH 355/MACS 355.

Note 2: No more than nine credits may be in the internship courses SOC 396/GDS 310/GEOG 396 and SOC 398/GDS 311/GEOG 398.

**Sociology extended minor**

Lower-level requirements: 18- 19 credits

18- 19 lower-level credits as follows:

| <b>Course</b>                                                                                                                  | <b>Title</b>                    | <b>Credits</b> |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|
| SOC 101                                                                                                                        | Introductory Sociology          | 3              |
| SOC 201                                                                                                                        | Key Ideas in Sociology          | 3              |
| SOC 255/<br>ANTH 255/<br>MACS 255                                                                                              | Introduction to Social Research | 3              |
| Two Sociology electives (six credits).                                                                                         |                                 | 6              |
| One additional Sociology elective or <a href="#">PSYC 110</a> or STAT 104 (formerly MATH 104) or STAT 106 (formerly MATH 106). |                                 | 3-4            |

Upper-level requirements: 16 credits

|                                                          |    |
|----------------------------------------------------------|----|
| At least 16 upper-level credits in Sociology (see Note). | 16 |
|----------------------------------------------------------|----|

Note: No more than nine credits may be in the internship courses SOC 396/GDS 310/GEOG 396 and SOC 398/GDS 311/GEOG 398.

Combined Anthropology and Sociology extended minors

Students taking more than one SCMS program (Anthropology, Latin American Studies, Media and Communication Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC 255/ANTH 255/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower- and upper-level credits for each major/extended minor/minor by taking additional courses in the specific discipline.



# MEMO



**To:** Amanda McCormick, College of Arts Curriculum Committee Chair

**From:** Stephen Piper, SCMS Department Head

**Date:** September 19, 2013

**Re:** Minor Program change Sociology/Anthropology Major

---

## **Proposed**

We are requesting an amendment of the program requirements for the Sociology/Anthropology Major, so as to accept PSYC 110 Statistical Analysis in Psychology as an alternative to STAT 104 or STAT 106.

## **Rationale**

PSYC 110 is substantially similar to STAT 104 and STAT 106 as an introduction to statistical analysis and will serve equally well as a prerequisite for SOC 355 Qualitative Research Methods. Accepting PSYC 110 as an alternative will give students more scheduling options and facilitate degree completion.

## **Budget Implications**

None.

## **Institutional Learning Outcomes**

No change. Like STAT 104 and STAT 106, PSYC 110 contributes principally to these ILOs:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively

## **Indigenization**

No change.

## **Timeline for Implementation**

The department is requesting this change to be effective immediately.

---

**CWC Comments**

---

**From: Elaine Harris**

Hi

In addition to allowing it as an option for the major and minor, will PSYC 110 be added to the prerequisites for SOC 355?

Elaine Harris

---

**From: Stephen Piper**

Hi Elaine,

Yes it will.

Cheers,

Stephen

---

**From: Rhonda Colwell**

Hi everyone,

I have no concerns with this proposal. Giving students more options is always a good thing. Plus, I think I may have requested the dept consider this J

One suggestion – list the courses in alphabetically order.

Thx,

Rhonda

---

**From: Sydney Lamirand**

Hi Rhonda,

I have amended the proposal to list the courses in alphabetically order.

Thank you,

Sydney Lamirand

---

**Sociology/Anthropology major**

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#). 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.

Lower-level requirements: 18 - 19 credits

| Course                            | Title                                                        | Credits  |
|-----------------------------------|--------------------------------------------------------------|----------|
| SOC 101                           | Introductory Sociology                                       | 3        |
| ANTH 102                          | Introduction to Social and Cultural Anthropology             | 3        |
| One:                              | ANTH, LAS, MACS, SOC OR WMST 100/200-level course (see Note) | 3        |
| One additional:                   | ANTH or SOC 100/200 level course                             | 3        |
| SOC 255/<br>ANTH 255/<br>MACS 255 | Introduction to Social Research                              | 3        |
| <a href="#">PSYC 110</a>          | <a href="#">Statistical Analysis in Psychology</a>           | <u>3</u> |
| <a href="#">or</a> STAT 104       | Introductory Statistics                                      | <u>4</u> |
| <a href="#">or</a> STAT 106       | Statistics I                                                 | <u>4</u> |

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

Upper-level requirements: 32 credits

**32 credits of 300- and 400-level Sociology and Anthropology as follows:**

| Course                            | Title                             | Credits |
|-----------------------------------|-----------------------------------|---------|
| SOC 355/<br>ANTH 355/<br>MACS 355 | Quantitative Methods (see Note 1) |         |
| <a href="#">or</a> SOC 356/       | Qualitative Research Methods      | 4       |

|                                                             |                                        |    |
|-------------------------------------------------------------|----------------------------------------|----|
| ANTH<br>356/<br>MACS 356                                    |                                        |    |
| SOC 350                                                     | Classical Sociological Thought         | 4  |
| <b>or</b> ANTH<br>301                                       | Key Ideas in Anthropology (see Note 2) |    |
| <b>Plus:</b>                                                |                                        |    |
| 12 additional upper-level credits in Sociology (see Note 3) |                                        | 12 |
| 12 additional upper-level credits in Anthropology           |                                        | 12 |

Note 1: CRIM 320 or GEOG 252 (formerly GEOG 352) may be substituted for SOC 355/ANTH 355/MACS 355.

Note 2: Students wishing to take ANTH 301 are advised that this course is generally offered every other year.

Note 3: No more than nine credits may be in the internship courses SOC 396/GDS 310/GEOG 396 and SOC 398/GDS 311/GEOG 398.



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

**MEMORANDUM**

**TO:** Faculty Council  
**FROM:** Derek Harnett, Physics Department Head  
**DATE:** Oct. 22, 2013 (comments added August 6, 2013)  
**SUBJECT:** Engineering Transfer Program (ETP): changes to program requirements

---

**RATIONALE:**

- The pre-requisites for MATH 111 have recently been changed. As this course is required for the ETP, the corresponding ETP entrance requirements need to be updated accordingly.
- Both UBC and UVic have recently made some changes to their intake procedure from our ETP. As such, we need to alter the program requirements and calendar description to reflect the new regulations.

**BUDGET IMPLICATIONS:**

None.

COMMENTS:

**May 27, 2013, 2:47 PM**

**Comments from: Elaine Harris**

The math change makes sense, thanks for putting this through. The prerequisites for MATH 111 include 70% on the MDPT, as well as B in MATH 094 and 095, or C+ in MATH 110. Just to confirm, you are OK with high school students being admitted based on the MDPT score, if they did not have a B in Pre-calculus 12?

I have a comment about the note added. It states that UBC requires that students complete 12 of the 13 program courses in two semesters, but I think they do admit students who take longer, on a competitive basis (regardless if they are in Engineering transfer or another program). They guarantee admission to Engineering transfer students who complete the program in two semesters with a 2.5 GPA. This is what I gleaned from the UBC website.

If that is accurate, I think this statement should be phrased a bit differently to ensure it does not mislead applicants. (Also, I would think it is a UFV internal policy, rather than dictated by UBC, to admit only students who plan to complete the program in one year, so perhaps some further explanation of the last sentence would help).

Here is a suggestion that you might consider:

**IMPORTANT NOTE:** UBC now guarantees admission only to transfer students who complete at least 12 of the 13 program courses in two semesters, with a 2.5 GPA. Due to the demand for this program, UFV admits only students who intend to complete at least 12 of the program courses in two consecutive semesters. Students who have already completed two or more program courses, students who do not intend to attempt all courses, and students who intend to spend two years at UFV should apply to the B.Sc. program and not to the Engineering Transfer Program.

Thanks for the opportunity for input.

**May 27, 2013 3:34 PM**

**Reply from: Peter Mulhern**

The Math requirement is to match the Math Department's requirement for Math 111.

Yes, UBC does do competitive admission for students that take more than two semesters, but they are not considered Engineering Transfer and do not get the lower GPA admission number. (The number will be shifted from 2.8 from 2.5 soon as well.) Since UB does not give them Admission as Engineering Transfer and because we have at least 24 students who want to try the 2 semester option, I want to be able to restrict the ETP program to those students who can benefit from it.

I am OK with the proposed changes.

**May 28, 2013 9:14 AM**

**Comments from Elaine Harris:**

If it seems likely that the GPA might increase, it would be best not to state the minimum in UFV information e.g. UBC now guarantees admission only to Engineering Transfer students who complete at least 12 of the 13 program courses in two semesters (check with UBC for the minimum GPA and other details).

Maybe something like that, so they are aware there is a minimum GPA, but we don't publish something that might be incorrect.

**June 6, 2013 5:00 PM**

**Comment from Rhonda Colwell:**

I have read this proposal and the comments already made by Elaine and Peter about the changes. My confusion comes with the wording for the Elective courses listed under the Wood Science option, Semester II (Winter). The word used that I am concerned about is "ideally". When I read this from a student perspective, I question the number of courses I must complete from this list – do I even need to complete 3 courses from this list? My suggestion is to state the requirement something along the lines of "3 Elective courses chosen from COMP 152, ECON 100, ECON 101, ENGR 113, ENGR 151, or PHYS 112".

**June 6, 2013 5:09 PM**

**Reply from Peter Mulhern:**

I am OK with the changes.

-----

**Engineering** \_\_\_\_\_  
[ufv.ca/etp](http://ufv.ca/etp)

**Engineering Transfer program**

UFV offers the first year of the Bachelor of Applied Science (Engineering) degree program for students wishing to transfer to the University of British Columbia or the University of Victoria. Upon completion of the UFV program, students will be allowed to enter the second-year Engineering programs at UBC and UVic without any additional qualifying courses, providing they meet the entrance requirements for the program at these institutions.

Students transferring to UBC or UVic from the UFV program with the minimum required GPA are automatically admitted to the UBC/UVic second year program. Once admitted, all students, regardless of their first-year institution, then compete for seats in different specialties based on their GPA; popular specialties have higher GPA requirements than the entrance GPA. UBC also allows admission from General Sciences, but may require a higher entrance GPA.

Entrance requirements

B.C. secondary school graduation or equivalent, Principles of Math 12 (B or better) this has to be changed to the new Math 111 requirement; One of the following: B or better in one of Principles of Math 12 or Precalculus 12; or B average in MATH 094 and MATH 095; or C+ or better in MATH 110; or at least 70% on the MDPT., Physics 11 (Physics 12 is recommended), Chemistry 11 and Chemistry 12.

2. Applicants must provide an up-to-date e-mail address or other contact information, and students are expected to check (usually starting in March or April) for mail. Students must respond to information sent to them in order to keep their application active.

Note 1: If you are currently completing these course requirements, submit an interim transcript with your application.

Note 2: Students should note the prerequisites for the required [ENGL 105](#) course.

Note 3: To successfully complete the Engineering Transfer program, a student must be academically strong. This program is best suited to students with a B average or better.

IMPORTANT NOTE: UBC now requires-guarantees admission only to transfer students who complete at least 12 of the 13 program courses in two semesters, with a 2.5 GPA. Due to the demand for this program, UFV admits only students who intend to complete at least 12 of the program courses in two consecutive semesters. Students who have already completed two or more program courses, students who do not intend to attempt all courses, and students who intend to spend two years at UFV should apply to the B.Sc. program and not to the Engineering Transfer Program.

When to apply



Applications are accepted for entrance to the Fall semester only. 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 Admissions and Records (A&R) office. You can apply online or download an application form at <http://www.ufv.ca/admissions/admissions/apply/>. ~~[ufv.ca/ar/admissions/apply](http://www.ufv.ca/ar/admissions/apply/)~~. Application forms are also available from any A&R or Student Services office.

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent.
- Transcripts (or interim transcripts) showing grade/course achievement as per entrance requirements.

2. In the spring you will be notified about attending the interview/information session.

3. Upon admission to the program, you 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 courses fees is due the end of the second week of classes.

4. In cases where interim transcripts are submitted, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August.

#### Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

#### Program requirements

##### Reserved seats

Students who meet the entrance requirements and register in six of the required engineering courses each semester will have reserved seats in the program's core courses. Students who are admitted to the Engineering program but register in fewer than six courses may not claim reserved seats. Engineering reserved seat status is only available for first-year courses and only for first-year students.

#### Program outline

The following order of courses is used so all the prerequisites can be met, the work-load is relatively balanced, students don't have to choose between UBC and UVic until the second

semester, and there is some flexibility to deal with common problems. Students in reserved seats will have specific places reserved for them in these courses, creating a workable schedule.

Students intending to do these courses in one year without being admitted to the Engineering Transfer program should also try to follow this schedule, but variations may be necessary.

**Semester I (common to UBC and UVic)**

| Course   | Title                                               | Credits |
|----------|-----------------------------------------------------|---------|
| CHEM 113 | Principles of Chemistry I                           | 5       |
| COMP 152 | Introduction to Structured Programming (see Note 1) | 4       |
| ENGL 105 | Academic Writing                                    | 3       |
| MATH 111 | Calculus I                                          | 4       |
| PHYS 111 | Mechanics                                           | 5       |
| ENGR 122 | Introduction to Engineering                         | 1       |
| ENGR 151 | Computer-Aided Engineering Graphics                 | 4       |

**Semester II (for transfer to UBC)**

| Course            | Title                                     | Credits |
|-------------------|-------------------------------------------|---------|
| CHEM 114          | Principles of Chemistry II                | 5       |
| MATH 112          | Calculus II                               | 4       |
| ENGR 152/MATH 152 | Linear Algebra for Engineering            | 4       |
| PHYS 112          | Electricity and Magnetism                 | 5       |
| ENGR 113          | Engineering Physics: Statics and Dynamics | 4       |
| Elective          | See Note 2                                | 3       |

**Semester II (for transfer to UVic)**

| Course                   | Title                                             | Credits |
|--------------------------|---------------------------------------------------|---------|
| <a href="#">COMP 155</a> | <a href="#">Advanced Programming (see Note 1)</a> | 4       |
| MATH 112                 | Calculus II                                       | 4       |
| ENGR 152/MATH 152        | Linear Algebra for Engineering                    | 4       |
| <a href="#">PHYS 105</a> | <a href="#">Heat, Waves, and Optics</a>           | 5       |
| PHYS 112                 | Electricity and Magnetism                         | 5       |
| ENGR 113                 | Engineering Physics: Statics and Dynamics         | 4       |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>       | 3       |

Note 1: UBC accepts either the pair of COMP 150 and COMP 155 or the single course COMP 152.

Note 2: As a general rule the elective must be taken from the College of Arts. However, scientific geography, and studio/performance courses in the fine arts, music, and theatre will not satisfy this requirement. Introductory language courses in a student's first language, as well as business and kinesiology courses, are also not acceptable.

Note 3: Unless stated, the minimum grade acceptable in all course prerequisites is a C-.

Note 4: UBC requires a minimum 2.5 GPA. UVic requires a minimum 2.33 GPA. [Check with UBC and UVic for the minimum GPA and other details.](#)

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Course listings

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

Program completion

Second, third, and fourth year are completed at UBC or UVic. Courses may also transfer to alternative institutions. Students must apply formally for admission to the destination institution.

Some students choose to take two years at UFV and take all 13 courses of the Engineering Transfer program plus their second-year math courses and additional electives before they transfer. However, these students [are not admitted to the Engineering Transfer Program and do not get reserved seats; they are considered "competitive entry" students at UBC and not ETP students with the lower GPA requirement.](#)

Students with first-year sciences are also allowed to compete for second-year Engineering positions if the UBC or UVic programs are not full. These students need a higher GPA for acceptance than Engineering Transfer students. Students hoping to transfer this way should take CHEM 113/114, ENGR 113, MATH 111/112/152, PHYS 111/112, ENGL 105, plus an elective.

Engineering studies at other universities

Many of the above courses transfer individually to other universities offering engineering programs. Student Services advisors should be consulted to determine the transferability of each course to the university of interest. UFV offers a number of second-year courses in math and science which also transfer individually.

Wood Science option

At UFV students may complete the first year of the UBC BSc in Wood Products Processing. The requirements of this first year are slightly different from the Engineering Transfer program, and students completing this option may not be eligible for second-year admission to UBC Engineering. However, students completing the first year of the program at UFV can expect

direct integration into second-year BSc in Wood Products at UBC, provided they meet the UBC annually established minimum grade point average. Grade point minimums vary according to discipline. Students should consult the UBC calendar for details.

**Semester I (Fall)**

| Course   | Title                                                                                                                                                       | Credits |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| CHEM 113 | Principles of Chemistry I                                                                                                                                   | 5       |
| ENGL 105 | Academic Writing                                                                                                                                            | 3       |
| MATH 111 | Calculus I                                                                                                                                                  | 4       |
| PHYS 111 | Mechanics                                                                                                                                                   | 5       |
| Elective | <a href="#">See Note 2 (above) Ideally 1 One course chosen from the elective list below: Comp 152, Econ 100, Econ 101, Engr 113, Engr 151, and Phys 112</a> | 3       |

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**Semester II (Winter)**

| Course                | Title                                                                                                                                                         | Credits                  |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| CHEM 114              | Principles of Chemistry II                                                                                                                                    | 5                        |
| ECON 100              | Principles of Microeconomics                                                                                                                                  | 3                        |
| MATH 112              | Calculus II                                                                                                                                                   | 4                        |
| PHYS 112              | Electricity and Magnetism                                                                                                                                     | 5                        |
| Elective <sup>3</sup> | <a href="#">Ideally 3 Three elective courses other than chosen from: of Comp 152, Econ 100, Econ 101, Engr 113, Engr 151, and Phys 112 See Note 2 (above)</a> | <a href="#">3-5 each</a> |

Course listings

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



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Ashley Hoogendoorn  
Phone: 4571

---

**TO:** UEC members  
**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair  
**DATE:** November 13, 2013  
**RE:** UEC Screening Subcommittee (USS)

---

The proposed Terms of Reference and membership criteria have been drafted for the UEC Screening Subcommittee (USS).

**RATIONALE:**

The benefit to implementing such a committee is that proposals that come to UEC will have been screened for completeness, for adherence to policy and procedures, and for any implementation problems (such as Banner issues, for instance). UEC will then be able to focus more fully on curricular matters. Furthermore, many of the issues that have been dealt with at CWC in the past would be handled by this new committee, meaning that CWC could be moved to occur *after* the screening committee. CWC will then provide an opportunity for areas outside the proponent's faculty to raise concerns about proposals before UEC. Hopefully, this change would reduce the workload associated with and improve participation in CWC.

Please see the attached documents for further information.

**MOTION:**

To recommend to Senate Governance Committee the approval of the proposed UEC Screening Subcommittee Terms of Reference and membership criteria.



**UEC SCREENING SUBCOMMITTEE (USS)**

**TERMS OF REFERENCE**

---

1. Review all proposals for clarity and completeness.
2. Confirm whether a change is minor or major.
3. Determine whether they are consistent with current academic policies and practices.
4. Ensure all potentially impacted areas have been consulted.
5. Approve minor course changes for publication in the calendar. Approve all other proposals for submission to CWC.

**PROCEDURES**

---

Step 1: Review all course and program proposals according to the Terms of Reference.

Step 2: Proposals requiring revision, additional information, or further consultation will be returned to the proponent (CC to Faculty Council) with a brief description of any required or suggested changes. Revised proposals are to be resubmitted to Faculty Council and then the USS for further review. Minor changes will be made at the discretion of the USS and communicated to the proponent and Faculty Council.

Step 3: After proposals have been approved by the USS, they will be posted for Campus-Wide Consultation.

Quorum will consist of three members. The committee will meet one a month or bi-weekly as required, at the discretion of the committee.

Implementation date: Once the Undergraduate Course and Program Approval policy (21) is updated, this subcommittee will be constituted.



**UEC SCREENING SUBCOMMITTEE (USS)**

**COMPOSITION**

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Membership:

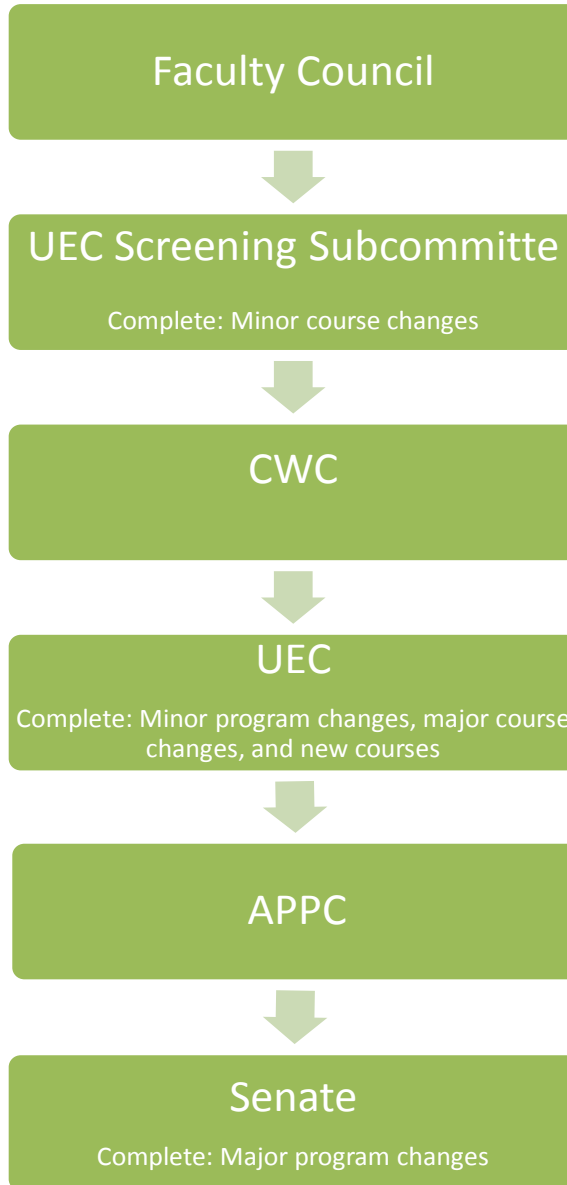
- UEC Chair
- Registrar (or designate)
- UEC Assistant
- UEC Faculty member\*
- UEC Advisor\*\*

\* Two-year term, renewable. Please note that in the first year of this subcommittee, the UEC Faculty member will have a one-year term to ensure staggered rotation of members.

\*\*Two-year term, renewable.



**UEC SCREENING SUBCOMMITTEE (USS)**







---

**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4177

UEC Assistant: Ashley Hoogendoorn  
Phone: 4571

---

**TO:** Members of UEC  
**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair  
**DATE:** November 13, 2013  
**RE:** Co-Chair Proposal for UEC

---

UEC recommends that Senate Governance review the membership of UEC. We would like the membership to list co-chairs of UEC, to include a voting faculty member of the committee, nominated by the committee, and approved by Senate, Secretary and Registrar or designation. We would also like to make minor corrections to the membership.

**Co-Chairs**

The role of UEC Chair is a complex one, in that the UEC Chair is called upon to make decisions about curriculum matters and about policy and the nature of changes. It takes several years on UEC to become familiar with the institutional processes and policies in order to be effective as chair.

Allowing co-chairing between a faculty member and the Registrar or designate would ensure the committee has the continuity it needs and is well represented with voices from both the Registrar's Office and faculty. It would also allow for distribution of the responsibilities of UEC, such that the Registrar's office could focus on the policy and procedural issues that arise and the faculty member could focus more on curriculum matters.

**Corrections**

UEC recommends that the Director of Teaching and Learning position be moved back to a voting position (as it was originally). The absence of this voice on the committee has been felt.

We would also like position titles to be updated (for example, AVP Research instead of Director).



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

---

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new and revised programs.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

Approved at Senate 2012 06 01



UNDERGRADUATE EDUCATION COMMITTEE

COMPOSITION

Co-Chairs:

- A voting faculty member of the committee, nominated by the committee, and approved by Senate
  - ~~Secretary & Registrar (or designate)~~

Voting Members:

- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate\*
- Two Deans or associate deans approved by Senate
- University Librarian or designated Librarian\* (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
  - ~~Director, Teaching and Learning (ex officio)~~
  - ~~Secretary & Registrar (or designate)~~

Ex Officio Non-Voting Members:

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, ~~Research & Graduate Studies- Institutional Research and Integrated Planning~~ (or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- ~~Director, Teaching and Learning (ex officio)~~
- ~~Director, Enrolment Management Manager, Enrolment Planning~~
- Director, Institutional Research
- ~~University Secretary & Registrar (or designate)~~

Administrative Support:

- University Secretariat

\*Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

\*\*Normally the designate shall be appointed for a one-year term to ensure continuity.

Approved at Senate 2012 06 01

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ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 09/17/13

**OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM**

Course Code and Number: \_\_\_\_\_ Number of Credits: [Course credit policy \(105\)](#)

Course Full Title: \_\_\_\_\_  
 Course Short Title: \_\_\_\_\_

Faculty: Choose an item. \_\_\_\_\_ Department (or program if no department): \_\_\_\_\_

**Calendar Description:**  
 The calendar description should be written in active voice with a maximum of 40 words. Use sentence fragments, eliminate redundant words and phrases, and don't repeat what's in the course title. Make the description clear, brief, and informative.

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

**Prerequisites (or NONE):** \_\_\_\_\_  
**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 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:**  
**Typical structure of instructional hours:**

|                                            |          |
|--------------------------------------------|----------|
| Lecture hours                              |          |
| Seminars/tutorials/workshops               |          |
| Laboratory hours                           |          |
| Field experience hours                     |          |
| Experiential (practicum, internship, etc.) |          |
| Online learning activities                 |          |
| Other contact hours:                       |          |
| <b>Total</b>                               | <b>0</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  
 Will the specific topic be recorded when offered:  
 No  Yes

**Maximum enrolment (for information only):** \_\_\_\_\_  
**Expected frequency of course offerings**  
 (every semester, annually, etc.): \_\_\_\_\_

|                                                  |                  |
|--------------------------------------------------|------------------|
| Department / Program Head or Director:           | Date approved:   |
| Campus-Wide Consultation (CWC)                   | Date of posting: |
| Faculty Council approval                         | Date approved:   |
| Dean/Associate VP:                               | Date approved:   |
| Undergraduate Education Committee (UEC) approval | Date of meeting: |

[COURSE]

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:

**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,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|---------------------------------|---------------------------|
| 1. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 2. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 3. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 4. |                                     |                                             | <input type="checkbox"/> |                                 |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                                 |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

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

**Typical Course Content and Topics**

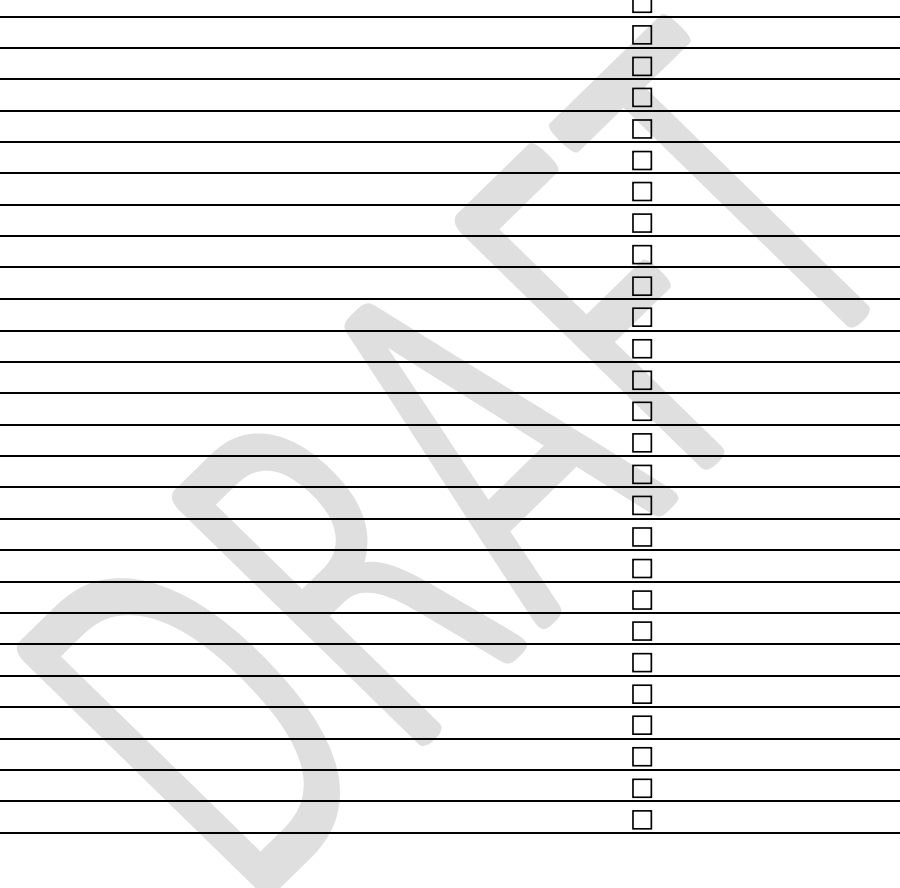
Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

[COURSE] University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form

### Supplemental Texts and Resource Materials form

For use with the 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>Place of Publication</u> | <u>Year<br/>Published</u> |
|-----|-------------------------------------|---------------------------------------------|----------------------------|-----------------------------|---------------------------|
| 1.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 2.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 3.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 4.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 5.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 6.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 7.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 8.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 9.  |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 10. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 11. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 12. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 13. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 14. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 15. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 16. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 17. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 18. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 19. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 20. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 21. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 22. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 23. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 24. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 25. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 26. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 27. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 28. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 29. |                                     |                                             | <input type="checkbox"/>   |                             |                           |
| 30. |                                     |                                             | <input type="checkbox"/>   |                             |                           |





ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Cross-listed outline form version: 09/17/13

**OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM**

Course Code and Number: \_\_\_\_\_ Number of Credits: [Course credit policy \(105\)](#)

Course Title: \_\_\_\_\_

Faculty: Choose an item. \_\_\_\_\_ Department (or program if no department): \_\_\_\_\_

This is a cross-listed course. Please refer to \_\_\_\_\_ for the official course outline.

**Calendar Description:**  
 The calendar description should be written in active voice with a maximum of 40 words. Use sentence fragments, eliminate redundant words and phrases, and don't repeat what's in the course title. Make the description clear, brief, and informative.

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

Prerequisites (or NONE): \_\_\_\_\_  
 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 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).

|                                                  |                  |
|--------------------------------------------------|------------------|
| Department / Program Head or Director:           | Date approved:   |
| Campus-Wide Consultation (CWC)                   | Date of posting: |
| Faculty Council approval                         | Date approved:   |
| Dean/Associate VP:                               | Date approved:   |
| Undergraduate Education Committee (UEC) approval | Date of meeting: |

[COURSE]

University of the Fraser Valley Transfer Credit Request Form

### Transfer credit request form

Please fill out this form if transfer credit should be requested.

| <u>Institution code</u> | <u>Full Institution name</u>                     | <u>Transfer credit exists</u> | <u>Request transfer credit</u> |
|-------------------------|--------------------------------------------------|-------------------------------|--------------------------------|
| AI                      | Art Institute of Vancouver                       | <input type="checkbox"/>      | <input type="checkbox"/>       |
| ASM                     | Acsenda School of Management                     | <input type="checkbox"/>      | <input type="checkbox"/>       |
| AU                      | Athabasca University                             | <input type="checkbox"/>      | <input type="checkbox"/>       |
| CAPU                    | Capilano University                              | <input type="checkbox"/>      | <input type="checkbox"/>       |
| CNC                     | College of New Caledonia                         | <input type="checkbox"/>      | <input type="checkbox"/>       |
| COTR                    | College of the Rockies                           | <input type="checkbox"/>      | <input type="checkbox"/>       |
| COLU                    | Columbia College                                 | <input type="checkbox"/>      | <input type="checkbox"/>       |
| EC                      | Emily Carr University of Art & Design            | <input type="checkbox"/>      | <input type="checkbox"/>       |
| FDU                     | Fairleigh Dickinson University                   | <input type="checkbox"/>      | <input type="checkbox"/>       |
| KWAN                    | Kwantlen Polytechnic University                  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| NVIT                    | Nicola Valley Institute of Technology            | <input type="checkbox"/>      | <input type="checkbox"/>       |
| NIC                     | North Island College                             | <input type="checkbox"/>      | <input type="checkbox"/>       |
| NWCC                    | Northwest Community College                      | <input type="checkbox"/>      | <input type="checkbox"/>       |
| OC                      | Okanagan College                                 | <input type="checkbox"/>      | <input type="checkbox"/>       |
| SFU                     | Simon Fraser University                          | <input type="checkbox"/>      | <input type="checkbox"/>       |
| TRU                     | Thompson Rivers University                       | <input type="checkbox"/>      | <input type="checkbox"/>       |
| TRU-OL                  | Thompson Rivers University, Open Learning        | <input type="checkbox"/>      | <input type="checkbox"/>       |
| TWU                     | Trinity Western University                       | <input type="checkbox"/>      | <input type="checkbox"/>       |
| UBC                     | University of British Columbia- Vancouver Campus | <input type="checkbox"/>      | <input type="checkbox"/>       |
| UBCO                    | University of British Columbia- Okanagan Campus  | <input type="checkbox"/>      | <input type="checkbox"/>       |
| UCW                     | University Canada West                           | <input type="checkbox"/>      | <input type="checkbox"/>       |
| UNBC                    | University of Northern BC                        | <input type="checkbox"/>      | <input type="checkbox"/>       |
| UVIC                    | University of Victoria                           | <input type="checkbox"/>      | <input type="checkbox"/>       |
| VIU                     | Vancouver Island University                      | <input type="checkbox"/>      | <input type="checkbox"/>       |

Please note that upper-level (300- and 400-level) courses can only be sent for transfer credit request to TRU, TRU-OL, UNBC, and ECU (fine arts courses only). Please see the following webpage for further information: <http://www.bccat.ca/cr/upper.cfm>.



ASSIGNMENT OF COURSE CREDIT



**ISSUE STATEMENT**

Credit is the academic currency used to measure education. The credit-hour is based on instructional time per week, but it does not measure all instructional activities (lab, online, shop) and has become an administrative tool (tuition fees, faculty workload). The amount and type of credit students receive for a course varies within UFV; types of credit include academic, vocational, and developmental. The University needs to review policy 105 to determine how to assign value to the diverse education programming offered.

**History**

Spring 2012 - UEC policy subcommittee submits policy request form and deigns work on policy review

Fall 2012 – Subcommittee works on understanding the policy

Spring 2013 – Subcommittee develops and distributes a policy brief, based on brief begin to draft revised policy identifying different teaching activities and a credit value formula

September 2013 – Subcommittee reviews initial draft policy; defining different activities is problematic, formula is too prescriptive. Begin to look at a clearer way to define the effort that students spend to master a task and relate to credit

October 2013 – Subcommittee reviews a time based credit concept

November – begin to get feedback on time based credit

**Academic Credit—from a student’s perspective**

The academic credit unit is the main currency for quantifying learning progress in most, if not all, post-secondary institutions. Its uses are as a measure of mastered knowledge and skills that contribute to a credential, quantifying how many of one kind of course versus another can be included in a program of study and recognizing equivalent learning between institutions. Outside of its strict academic applications it is used, for example, to determine faculty workload and remuneration for faculty and student financial aid eligibility.

A credit is roughly thought to be based on a student attending 15 hours of lecture over a standard 14 or 15 week semester. Laboratory, shop, seminar, and other kinds of formal learning settings are prorated against the lecture as a base as if each is valued proportionately differently. Credit for other “kinds” of learning are assigned qualifiers to distinguish them from “academic” credits: developmental credits, vocational credits, experiential credits, etc. In some cases, a particular course of the same number of lecture hours as another is assigned more credit as it is argued to be “harder”.

This points to the reality that the credit as a standard currency is not underpinned by a consistent set of fundamental and immutable gauges of learning. Of course that is difficult to do and becomes increasingly more difficult as we discover more about the complexities of human cognition and learning.

It is probably time to recognize that the practice of using the credit is more akin to a barter system than to a currency system: relative value is dependent on the personal values of the individual traders and a function of the circumstances of the moment. We generally recognize its flaws but appear to have no other response than to tweak the already flawed bases in an attempt to remedy a specific shortcoming.

Learning outcomes are poised to improve the system. But they are likely not going to replace the credit system on any wholesale basis and may well end up connecting to the credit system.

There is one parameter in the whole system that can be considered a constant: one hour of a student’s time spent in an effort to master knowledge. That one hour is accounted for independent of specific circumstances under which the learning is occurring: one hour of learning can be listening to a lecture,

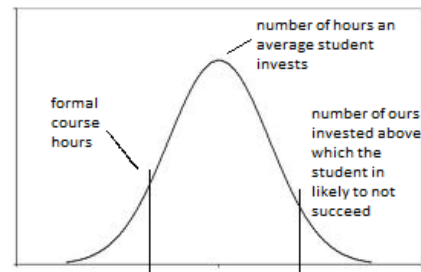


**ASSIGNMENT OF COURSE CREDIT**

conducting an experiment, solving sample problems, practicing a technique, reading a paper, doing a test, etc. Let’s consider a credit system that is based on the investment of time by the learner. The idea is herein developed by example with the calibration of the precise quantities involved being deferred to later

It is generally accepted that a student successfully participating is 45 hours of lecture over the course of one semester has earned 3 credits. Also, a general principle is held that for every hour spent in the lecture, an average student will spend 2 additional hours outside of the formal time to do a range of associated activities. This means that a student taking a 15 credit semester load would attend approximately 15 hours of week in the formal setting and devote 30 hours per week outside of formal hours. Total invested time is 45 hours per week being roughly the equivalent of one full time job. Assuming a 14 week semester, the average student has invested 630 hours to earn 15 credits or 42 hours of their time per credit. From the student’s view, an hour invested is an hour invested regardless of exactly how and where. Why should their time be rewarded differently when one hour is spent in a lecture versus a lab or seminar or a shop or writing a test or reading a paper? This credit model recognizes the student’s investment necessary to earn a credit. Those 42 hours of student time becomes the basis for the credit.

Of course some students will invest more time and others will take less time but on average it should take 42 hours to earn a credit. It is reasonable to assume that the amount of time students invest in a particular course will be a normal distribution around the mean of 42 hours. In a near perfect world the standard deviation would be small. There will be some upper cutoff that represents students that must invest such a very high amount of time that they will not be successful in the course. Conceivably, the lower cutoff is the amount of formal time but there are certainly examples of students who do not attend the formal lectures and do not spend much other time yet manage to be successful.



This model places the onus on the instructor to ensure that the average student invests 42 hours per credit. The instructor will have to carefully manage the balance of formal time, reading, assignments and other student time.

The model recognizes “harder” courses in the form of more average student time yielding a high credit value. It removes the arbitrary valuation of different kinds and scenarios of learning and keeps the content relative difficulty out of the picture.

To calibrate the model, we must learn the mean and the shape of the distribution describing how many hours students will invest in a typical 3 credit course. While an initial estimate can be made from experience, a mechanism is necessary to ensure accuracy and avoid creep. The mechanism can be as simple as asking students-- through a survey-- at the conclusion of a course. It could be part of data gathered through other existing surveys. The key point is that it is necessary to gather that information.

**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> Samantha Pattridge, UEC Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date:</b> October 16, 2013                                                                                                              |
| <b>Department:</b> UEC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Phone:</b> 4177                                                                                                                         |
| <b>E-mail:</b> samantha.pattridge@ufv.ca                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                            |
| <b>POLICY INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |
| <b>Nature of Request:</b> Modification of existing policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Policy Category:</b> Academic<br><i>(<a href="http://www.ufv.ca/secretariat/policies/">http://www.ufv.ca/secretariat/policies/</a>)</i> |
| <b>Policy Name:</b> Undergraduate Course and Program Approval<br><i>(Please provide a working title when requesting a new policy)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Policy Number:</b> 21<br><i>(For existing policies only)</i>                                                                            |
| <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>                                                                                                                                                                                                                                                                                        |                                                                                                                                            |
| At its October 25, 2013 meeting, UEC voted to recommend to Senate Governance Committee a narrow revision of Policy 21 to address the following specific issues:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Addition of Appendix C, Expedited Undergraduate Program Approval Process, as also recommended by APPC at its September 25 meeting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                            |
| While the policy is opened for revisions, UEC, in consultation with the Program Development Coordinator, would like to make the following minor changes to improve our course and program approval process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Clarify that creation of a new Honours program in a field in which a major is currently offered is to be considered a major program change (and not a new program)</li> <li>• Separate Procedures (as detailed in Appendices A, B, and C) from the policy itself</li> <li>• Change the order in which Campus-Wide Consultation occurs (from before Faculty Council submission to after Faculty Council and the (new) UEC screening subcommittee). See memo to UEC from Samantha Pattridge, October 24, for rationale for making that change (attached).</li> <li>• Clarify UEC's role in the development and review of program and course approval templates and guidelines.</li> </ul> |                                                                                                                                            |
| <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 can.                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                            |

**POLICY REQUEST FORM**

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



A subcommittee of APPC was formed to develop a process for expedited review and approval of new program. The subcommittee's recommendations were accepted by APPC, then submitted to UEC for discussion. UEC discussed Appendix C at its October 25 meeting and recommended it for inclusion in policy 21.

The additional changes were discussed and recommended by UEC on October 25.

We recommend the narrow revision above to improve on a process that is still relatively new.

Consultation suggested: UEC, APPC, Faculty/College Councils and Faculty/College Curriculum Committees, and Deans.

**TIMING**

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

As soon as possible, so that the new Expedited Undergraduate Program Approval Process can be implemented.

**ATTACHMENTS**

List all attachments included with this request.

Expedited Program Approval Process, Appendix C (as approved at APPC, Sept 25)

Memo to UEC, from Sylvie Murray, Program Development Coordinator, October 24, Re: Revision to policy 21 (includes suggested wording for revisions to policy 21).

Memo to UEC, from Samantha Patridge, UEC Chair, October 24, Re: Motion of Support for Screening Subcommittee.

**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 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

**UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

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

**PURPOSE/PHILOSOPHY**

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

**POLICY**

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

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

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

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

**DEFINITIONS**

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

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

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

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

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

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

**Program:** For the purposes of this policy, “program” refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to,

a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

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

**Minor Program Change:** Any change which is not major, as described above.

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

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

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

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

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

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

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

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

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**PROCEDURES/GUIDELINES**

1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's Strategic Plan, mandate, and Institutional Learning Outcomes.
2. Changes made to the procedures and guidelines of this policy require the approval of Senate.
3. A *new course* requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in [Appendix A](#).
4. Course changes will be classified as either *minor* or *major*.
5. A *minor* course change is to be approved by Faculty Council and submitted to UEC as an information item and for inclusion in the Calendar. The process for making *minor* changes to an undergraduate-level course and descriptions of *minor* changes are presented in [Appendix A](#).
6. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in [Appendix A](#).
7. A *new program* requires the approval of Senate according to the process outlined in [Appendix B](#).   
In exceptional cases, the approval can be obtained through the expedited process outlined in

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**Appendix C. No proposal can be put through the expedited process more than once.**

8. The process for *major* and *minor* program changes is outlined in [Appendix B](#). *Major* changes require the approval of Senate. *Minor* changes are approved by UEC, and sent to Senate for information.
9. The Office of the Program Development Coordinator will be responsible for developing and reviewing the program and course approval templates and guidelines in consultation with UEC. UEC will approve the templates and guidelines and any subsequent revisions.

APPENDICES

Appendix A: Undergraduate Course Approval Process

Appendix B: Undergraduate Program Approval Process

**Appendix C: Expedited Undergraduate Program Approval Process**

**APPENDIX C: EXPEDITED UNDERGRADUATE PROGRAM APPROVAL PROCESS**

This appendix includes

- 1) The criteria for applying the expedited program approval process;
- 2) The screening process and the composition of the Program Screening Committee;
- 3) The expedited process for developing and obtaining approval for a new undergraduate program.

1. Criteria for applying the expedited program approval process

1.1 The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:

- a. There is funding available from an external source, with time constraints.
- b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
- c. There is a request for a partnership with a time constraint, and there is a funding source.
- d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
- e. There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

- 1.2. The program must be sustainable.
- 1.3. The program must be consistent with the strategic goals of UFV.
- 1.4. The program must be consistent with program priorities of UFV.
- 1.5. There are minimal adverse implications for other faculties, programs, and services.

2. Screening process and composition of the Program Screening Subcommittee

2.1. Every year, the Academic Planning and Priorities Committee will create its Program Screening Subcommittee (PSS) for a one-year term. The subcommittee will be composed of the Chair or Vice-Chair of the Academic Planning and Priorities Committee, the Chair or Vice-Chair of the Senate Budget Committee, the Chair or Vice-Chair of the Undergraduate Education Committee, and the Chair or Vice-Chair of the Graduate Studies Committee. Three members of PSS will constitute the quorum.

2.2. If in the Dean's opinion there is a need for expedited consideration of a program proposal, and under the assumption that the criteria outlined above are met, PSS will receive the Dean's request to expedite consideration of a program proposal and within 1-2 weeks will make one of the following three recommendations:

- a. To expedite consideration of the proposal and proceed as described below.
- b. To skip the [step requiring the concept paper's inclusion in the Education Plan](#) ~~step~~ and proceed directly to the regular full proposal phase as described in [Appendix B](#).
- c. To follow the regular program approval process as described in [Appendix B](#).

2.3 If not satisfied with PSS's recommendation, the Dean can appeal the decision to the Academic Planning and Priorities Committee, whose decision on that matter is final.



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### 3. Expedited Program Approval Process

- 3.1. The process begins when the Dean appoints the Program Working Group. In consultation with the Dean and the Program Development Coordinator, the Program Working Group develops a Concept Paper. The Dean then submits a request for expedited consideration of the program proposal to PSS. The request must clearly state how the criteria are met and must be accompanied by the Concept Paper and Statement of Budget Implications.
- 3.2. PSS considers the request and makes a recommendation within 1-2 weeks.
- 3.3. If the decision of PSS is to expedite program consideration, then the Concept Paper and Statement of Budget Implications are presented simultaneously and independently to the Faculty Council(s), Academic Planning and Priorities Committee, Undergraduate Education Committee, and Senate Budget Committee for approval of the program for the expedited process. If any of these committees objects to the expedited consideration of the proposal, the full proposal will be approved in a regular process as described in [Appendix B](#).
- 3.4. In the case of approval for expedited consideration, each of these committees provides its feedback to the Program Working Group and appoints two representatives to the eight-member ad hoc Program Evaluation Committee (PEC). The PEC should be ready to receive the full proposal by the end of the sixth week after the Dean's submission of the request for expedited consideration.
- 3.5. At the same time (within weeks 3-6), the Concept Paper and Statement of Budget Implications are presented to the Deans' Council for consultation.
- 3.6. The Program Working Group incorporates the feedback from Deans' Council and the Program Development Coordinator into the Full Program Proposal, and the Dean submits the Full Proposal to PEC.
- 3.7. PEC makes its recommendation to Senate.
- 3.8. Upon Senate approval, if necessary, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice- President, Academic to external agencies (e.g., Ministry or accreditation bodies) for approval.

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NUMBER 21  
 APPROVAL DATE 05-27-2005  
 LAST AMENDMENT 11-16-2012  
 LAST REVIEWED  
 NEXT REVIEW DATE 06-2017

**UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

AUTHORITY Senate  
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**PURPOSE/PHILOSOPHY**

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

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

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

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

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

**DEFINITIONS**

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

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

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

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

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

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**Minor Program Change:** Any change which is not major, as described above.

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

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

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

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

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

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

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

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

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**PROCEDURES/GUIDELINES**

1. The process to approve programs and courses shall include a series of structured consultations and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's Strategic Plan, mandate, and Institutional Learning Outcomes.
2. Changes made to the procedures and guidelines of this policy ([Appendices A, B and C](#)) **do not** require the approval of Senate.
3. A *new course* requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in [Appendix A](#).
4. Course changes will be classified as either *minor* or *major*.
5. A *minor* course change is to be approved by Faculty Council and submitted to UEC as an information item and for inclusion in the Calendar. The process for making *minor* changes to an undergraduate-level course and descriptions of *minor* changes are presented in [Appendix A](#).
6. A *major* course change requires the approval of UEC, or Senate upon recommendation by UEC, according to the process outlined in [Appendix A](#).
7. A *new program* requires the approval of Senate according to the process outlined in [Appendix B](#). **In exceptional cases, the approval can be obtained through the expedited process outlined in Appendix C. No proposal can be put through the expedited process more than once.**
8. The process for *major* and *minor* program changes is outlined in [Appendix B](#). *Major* changes Undergraduate Course and Program Approval (21)

require the approval of Senate. *Minor* changes are approved by UEC, and sent to Senate for information.

9. The ~~Office of the~~ Program Development ~~Coordinator Office~~ will be responsible for developing and reviewing templates and guidelines for the program and course approval ~~templates and guidelines~~ in consultation with the UEC office. Revisions to the Official Undergraduate Course Outline and the Cross-Listed Course Outline will be under the authority of UEC. ~~will approve the templates and guidelines and any subsequent revisions.~~

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

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APPENDICES

Appendix A: Undergraduate Course Approval Process

Appendix B: Undergraduate Program Approval Process

| [Appendix C: Expedited Undergraduate Program Approval Process](#)

**APPENDIX A: UNDERGRADUATE COURSE APPROVAL PROCESS**

This appendix includes

- 1) the process for developing and obtaining approval for a new undergraduate course;
- 2) the process for making *major* changes to an existing undergraduate course; and
- 3) the process for making *minor* changes to an existing undergraduate course.

1. Approval Process for New Courses

- 1.1. The process for introducing a *new* course, generally, begins with the department/school or Program Working Group or Program Committee, which develops the Course Outline and prepares a memo that outlines the rationale and any financial implications of the new course using the Memo Template.
- 1.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean for information and to the Campus-Wide Consultation for a period of one to four weeks.
- 1.3. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
- 1.4. Upon approval by Faculty Council(s) and Dean(s), the Course Outline and Memo are submitted to UEC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, UEC will recommend its decision to Senate rather than approve the Course Outline.
- 1.5. Upon UEC or Senate approval, the UEC Assistant makes all necessary calendar changes and posts the new Course Outline on the web.

2. Approval Process for Major Changes to an Existing Course

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

- a change for which new resources are required to deliver the course
- course deletions
- a change to a course title that reflects a change in the nature or focus of the course
- changes to the calendar description of a course that reflect a change in the nature or focus of the course
- changes that move a lower-level course to an upper-level course and vice versa
- change to the total number of credits for a course
- change to the hours assigned to components (e.g., total student contact hours, lecture hours, seminar hours) and/or length of a course
- change to the prerequisites or co-requisites for a course that restricts options for students or affects the students or programs of other academic units
- changes to learning outcomes that change the nature or focus of the course
- changes to the course content that change the nature or focus of the course
- change in the maximum enrolment for a course if it affects the quota for an educational program within the academic unit or students or programs of other academic units

- changing or adding a delivery method for a course when the extra cost of the added delivery method will not be absorbed by the academic unit delivering the course
  - changes that affect the students or programs of other academic units
- 2.1. The process for making *major* changes to an existing course, generally, begins with the department/school, Program Working Group, or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template. If there is no department/school responsible for the course, a committee representing the relevant discipline(s) will be struck.
  - 2.2. Upon department/school or Program Working Group/Committee approval, the Course Outline and Memo are submitted to the Dean(s) for information and to the Campus-Wide Consultation for a period of one to four weeks.
  - 2.3. Following the Campus-Wide Consultation, the department/school or committee sends the Course Outline and Memo to Faculty Council(s) for approval. Course developers must also respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
  - 2.4. Upon approval by Faculty Council(s) and Dean(s), the Course Outline and Memo are submitted to UEC for approval, then to Senate for information if approved. If there are significant budgetary implications, the Dean(s) may submit the Course Outline and Memo to the Budget Committee for review and recommendation to Senate. In such case, UEC will recommend its decision to Senate rather than approve the Course Outline.
  - 2.5. Upon UEC or Senate approval, the UEC Assistant makes all necessary calendar changes and posts the revised Course Outline on the web.
3. Approval Process for Minor Changes to an Existing Course

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

    - a change to an existing course that has no impact on programs or students of other academic units
    - a change for which all associated costs will be covered by the academic unit
    - a change to a course title for the purpose of correction or clarification
    - change(s) to the calendar description of a course for the purpose of correction or clarification
    - change of a course level from 1st to 2nd year (or 2nd to 1st year) and from 3rd to 4th year (or 4th to 3rd)
    - change to the prerequisites or co-requisites for a course that expands options for students
    - change to the frequency of a course offering
    - changes to learning outcomes that do not change the nature or focus of the course
    - changes in course content that do not change the nature or focus of the course
    - changing or adding a delivery method for a course that does not affect the cost of delivering the course
  - 3.1. The process for making minor changes to an existing course, generally, begins with the department/school or Program Committee, which revises the Course Outline and prepares a memo that outlines the rationale and any financial implications of the course changes using the Memo Template.

- 3.2. Upon department/school or Program Committee approval, the Course Outline and Memo are submitted to the Dean(s) for information and to Faculty Council(s) for approval.
- 3.3. Upon approval by Faculty Council(s) and Dean(s), the revised Course Outline and Memo are submitted to the UEC Assistant who will make all necessary calendar changes, post the revised Course Outline on the web, and forward the changes as information items to Senate and standing committees as required.

**APPENDIX B: UNDERGRADUATE PROGRAM APPROVAL PROCESS**

This appendix includes

- 1) the process for developing and obtaining approval for a new undergraduate program;
  - 2) the process for making *major* changes to an existing undergraduate program; and
  - 3) the process for making *minor* changes to an existing undergraduate program.
1. Approval Process for New Programs
    - 1.1. The process for introducing a new program, generally, begins when a Program Working Group presents its notice of intent to develop the program to the Dean(s) of the appropriate academic unit(s).
    - 1.2. In the event that an appropriate Program Working Group does not exist and/or to ensure faculty representation on the Program Working Group, the Dean(s) will strike a Program Working Group. A Program Working Group must consist of a minimum of three people with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added. The composition of a Program Working Group must be approved by the Dean before it submits any proposals to any approval body.
    - 1.3. With the assistance of the Program Development Coordinator and in consultation with appropriate academic units and Dean(s), the Program Working Group will develop a Concept Paper.
    - 1.4. The Concept Paper is presented to Faculty Council(s) for discussion.
    - 1.5. After discussion at Faculty Council(s), the Concept Paper is presented to the Dean(s) for review and approval. In the case of a multi-disciplinary program involving more than one Faculty, approval is required from the Dean(s) who will have administrative responsibility for the program. If the Dean(s) do(es) not recommend approval, that decision can be appealed to the Provost or Vice-Provost.
    - 1.6. Upon approval by the Dean(s), the program proposed in the Concept Paper is included in the Faculty's (or Faculties') submission to the Education Plan. Only upon inclusion of the program concept in the Education Plan, as approved by the Board, should a Program Working Group proceed with developing the Program Proposal.
    - 1.7. The Program Proposal and draft calendar copy are submitted on the appropriate template to the Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s).
    - 1.8. Upon completion of the Campus-Wide Consultation, the Program Working Group submits the Program Proposal, accompanied by responses to comments submitted during Campus-



Wide Consultation, to the appropriate Faculty Council(s) for approval. For multi-disciplinary programs, the proposal is submitted to the Faculty(ies) that will have administrative responsibility for the program.

- 1.9. Upon approval of the program by the Faculty Council(s), it is forwarded to the Dean(s) for approval.
- 1.10. Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.
- 1.11. The Program Proposal and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the Program Budget is sent to the Senate Budget Committee for review and recommendation to APPC.
- 1.12. APPC will review the recommendations from UEC and the Budget Committee, determine if the proposed program is in line with UFV's institutional priorities, and make its recommendation to Senate. Programs will be prioritized by the Academic Planning and Priorities Committee.
- 1.13. Upon Senate approval, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice-President, Academic to external agencies (e.g., Ministry or accreditation bodies) for approval. Normally, only proposals that are included in the Education Plan's implementation list are sent for external approval.

2. Approval Process for Major Changes to an Existing Program

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

- any program revision that requires new resources beyond those provided by the academic units responsible for the program
- new fields of specialization, such as a concentration
- a new honours program in a field in which a major is currently offered
- change to the duration, philosophy or direction of a program
- change to the majority of courses in an approved program
- change in requirements for admission, residency, or continuance
- change in admission quotas
- change which triggers an external review

- 2.1 The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined. NOTE: If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.
- 2.2. Upon approval by the department/school or Program Committee, the proposed changes and rationale are submitted to the Campus-Wide Consultation, including the Dean(s), for a minimum of four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.
- 2.3. After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the

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appropriate Faculty Council(s).

- 2.4. Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval.
- 2.5. Upon approval by the Dean(s), the development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.
- 2.6. The program change and responses to comments submitted in the Campus-Wide Consultation are submitted to UEC for review and recommendation to APPC. Simultaneously, the program change budget is sent to the Senate Budget Committee for review and recommendation to APPC.
- 2.7. APPC will receive the recommendations from UEC and the Budget Committee, review them as deemed appropriate, and make its recommendation to Senate.

3. Approval Process for Minor Changes to an Existing Program

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

- any change which is not major, as described above
  - addition of new course options, where the new options have no budgetary implications
  - deletion or substitution of a required course
- 3.1. The process for changing a program, generally, begins with the relevant academic unit or Program Committee, in consultation with the Dean(s) responsible. The changes and the rationale for the changes are outlined.
  - 3.2. Upon approval by the department/school or Program Committee, minor changes are submitted to the Campus-Wide Consultation for a period of one to four weeks. Developers must respond to all comments submitted during the Campus-Wide Consultation process and include this response in the submission to Faculty Council(s) and UEC.
  - 3.3. After Campus-Wide Consultation, the revised program, accompanied by responses to comments submitted in the Campus-Wide Consultation, is submitted for approval to the appropriate Faculty Council(s).
  - 3.4. Upon approval of the program change by the Faculty Council(s), it is forwarded to the Dean(s) for approval, then to UEC.
  - 3.5. Changes deemed to be minor are approved by UEC, and sent to Senate for information.

**APPENDIX C: EXPEDITED UNDERGRADUATE PROGRAM APPROVAL PROCESS**

This appendix includes

- 1) The criteria for applying the expedited program approval process;
- 2) The screening process and the composition of the Program Screening Committee;
- 3) The expedited process for developing and obtaining approval for a new undergraduate program.

1. Criteria for applying the expedited program approval process

1.1 The expedited program approval process may be requested for a new undergraduate program

if at least one of the following circumstances applies:

- a. There is funding available from an external source, with time constraints.
- b. There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
- c. There is a request for a partnership with a time constraint, and there is a funding source.
- d. There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
- e. There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

- 1.2. The program must be sustainable.
- 1.3. The program must be consistent with the strategic goals of UFV.
- 1.4. The program must be consistent with program priorities of UFV.
- 1.5. There are minimal adverse implications for other faculties, programs, and services.

2. Screening process and composition of the Program Screening Subcommittee

2.1. Every year, the Academic Planning and Priorities Committee will create its Program Screening Subcommittee (PSS) for a one-year term. The subcommittee will be composed of the Chair or Vice-Chair of the Academic Planning and Priorities Committee, the Chair or Vice-Chair of the Senate Budget Committee, the Chair or Vice-Chair of the Undergraduate Education Committee, and the Chair or Vice-Chair of the Graduate Studies Committee. Three members of PSS will constitute the quorum.

2.2. If in the Dean's opinion there is a need for expedited consideration of a program proposal, and under the assumption that the criteria outlined above are met, PSS will receive the Dean's request to expedite consideration of a program proposal and within 1-2 weeks will make one of the following three recommendations:

- a. To expedite consideration of the proposal and proceed as described below.
- b. To skip the step requiring the concept paper's inclusion in the Education Plan and proceed directly to the regular full proposal phase as described in Appendix B.
- c. To follow the regular program approval process as described in Appendix B.

2.3 If not satisfied with PSS's recommendation, the Dean can appeal the decision to the Academic

Planning and Priorities Committee, whose decision on that matter is final.

3. Expedited Program Approval Process

- 3.1. The process begins when the Dean appoints the Program Working Group. In consultation with the Dean and the Program Development Coordinator, the Program Working Group develops a Concept Paper. The Dean then submits a request for expedited consideration of the program proposal to PSS. The request must clearly state how the criteria are met and must be accompanied by the Concept Paper and Statement of Budget Implications.
- 3.2. PSS considers the request and makes a recommendation within 1-2 weeks.
- 3.3. If the decision of PSS is to expedite program consideration, then the Concept Paper and Statement of Budget Implications are presented simultaneously and independently to the Faculty Council(s), Academic Planning and Priorities Committee, Undergraduate Education Committee, and Senate Budget Committee for approval of the program for the expedited process. If any of these committees objects to the expedited consideration of the proposal, the full proposal will be approved in a regular process as described in Appendix B.
- 3.4. In the case of approval for expedited consideration, each of these committees provides its feedback to the Program Working Group and appoints two representatives to the eight-member ad hoc Program Evaluation Committee (PEC). The PEC should be ready to receive the full proposal by the end of the sixth week after the Dean's submission of the request for expedited consideration.
- 3.5. At the same time (within weeks 3-6), the Concept Paper and Statement of Budget Implications are presented to the Deans' Council for consultation.
- 3.6. The Program Working Group incorporates the feedback from Deans' Council and the Program Development Coordinator into the Full Program Proposal, and the Dean submits the Full Proposal to PEC.
- 3.7. PEC makes its recommendation to Senate.
- 3.8. Upon Senate approval, if necessary, the Program Proposal is sent to the Program Development Coordinator for review and submission through the Office of the Provost and Vice- President, Academic to externa