



## UNDERGRADUATE EDUCATION COMMITTEE (UEC)

28 Feb 2014 - 10:00

A225

### AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

1.1. MOTION: To approve the agenda as presented.

#### 2. APPROVAL OF UEC MINUTES

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2.1. UEC draft minutes: January 31, 2014

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

The following courses are ready for publication following UEC approval.

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##### 3.1. Applied Business Technology

Changes including title, calendar description, prerequisites, and total hours per term: ABT 110 and 111

Changes including calendar description, prerequisites, and synonymous courses: ABT 131

Changes including title, calendar description, prerequisites, synonymous courses, and total hours per term: ABT 133 and 137

Changes including credits, calendar description, prerequisites, synonymous courses, and total hours per term: ABT 135

Changes including calendar description, prerequisites, synonymous courses, and total hours per term: ABT 143

New course: ABT 160, Web-based Business Communications

Changes including calendar description, prerequisites, and synonymous courses: ABT 187

MOTION: To approve the changes to the Applied Business Technology course outlines as presented.

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##### 3.2. Biology

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Changes including prerequisites: BIO 415

MOTION: To approve the changes to the BIO 415 course outline as presented.

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### **3.3. Computer Information Systems**

Review including changes to calendar description and prerequisites: CIS 110/BUS 160

MOTION: To approve the changes to the CIS 110/BUS 160 course outlines as presented.

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### **3.4. Theatre**

Changes including maximum enrolment: THEA 199

Changes including credits, total hours per term, and maximum enrolment: THEA 290 and 295

Changes including prerequisites and maximum enrolment: THEA 299

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

## **4. PROGRAMS**

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### **4.1. Theatre**

Changes including entrance and program requirements: Theatre diploma (formerly Theatre Arts diploma)

MOTION: To recommend the approval of the changes to the Theatre diploma (formerly Theatre Arts diploma) entrance requirements as presented, effective September 2014.

MOTION: To recommend the approval of the changes to the Theatre diploma (formerly Theatre Arts diploma) program requirements as presented, effective September 2014.

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

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

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

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

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### **5.4. Course Outline Subcommittee**

## **6. INFORMATION ITEMS**

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

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CMNS 212  
ENPH 310 and 320  
VA 283 and 284

80 - **6.2. Course Outline Style Guide**  
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83 - **6.3. BCCAT learning outcomes and credit transfer report**  
106

107 - **6.4. Revised UEC membership composition and terms of reference**  
109

**7. ADJOURNMENT**



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

January 31, 2014  
10:00 am – A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** M. Bos-Chan, R. Colwell, H. Compeau, J. English, S. Fisher, D. Francis, N. Goad, A. Iliev, S. Manu, D. McGuire, R. McLeod, S. Pattridge, J. White  
**ABSENT:** S. Bains, S. Brigden, V. Dvoracek, S. Hardman, J. Larsen, S. Marsh, E. Spalding, L. Stagg, M. Wideman, A. Wiseman, S. Xi  
**GUESTS:** T. Anzai, T. Cooper, C. Forster, K. Jager, B. Kirkley, V. Krahn, S. Murray, T. Piper, A. Prevost  
**RECORDER:** A. Hoogendoorn

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

**MOTION:**

To approve the agenda as amended:

- 4.9: ~~Continuing Studies~~ **Applied Business Technology**

S. Fisher/ M. Bos-Chan

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

##### **2.1. UEC draft minutes: December 13, 2013**

**MOTION:**

To approve the draft minutes as presented.

R. Colwell/ M. Bos-Chan

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

The following courses are ready for publication following UEC approval.

##### **3.1. History**

Changes including cross-listing new LAS 358 course: HIST 358/LAS 358, African Slavery in the Americas

**MOTION:**

To approve the new cross-listing of the HIST 358 and LAS 358 course outlines as presented.

R. McLeod/ M. Bos-Chan

In a wider discussion about UFV's practice of cross-listing, D. Francis explained that he has received feedback from BCCAT that cross-listed courses cause problems in its transfer system. He suggested that UEC evaluate the institution's

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practice of cross-listing and determine if this is having a negative impact on students.

D. Francis pointed out that the Registrar's Office is currently participating in a transcript study, which should provide more information on the practice of cross-listing.

### **3.2. Physics**

Review including changes to calendar description and pre or corequisites: PHYS 231

Review including changes to calendar description and prerequisites: PHYS 311

Changes including calendar description, prerequisites, and pre or corequisites: PHYS 351, 455

Changes including course number, title, calendar description, prerequisites, corequisites, pre or corequisites, and synonymous courses: PHYS 402 (formerly PHYS 302)

Review including changes to calendar description: PHYS 451

Review including changes to calendar description, prerequisites, and corequisites: PHYS 458

#### **MOTION:**

To approve the changes to the Physics course outlines as presented as amended:

- PHYS 455-Interim prerequisites: [A course involving PDE's such as one of {PHYS 222, PHYS 381, or CHEM 322} and (a course involving thermodynamics, such as one of {PHYS 231 or PHYS 311, PHYS 381, or CHEM 222} and (a course involving quantum mechanics, such as one of {PHYS 252, PHYS 351, or CHEM 322} and (a course involving vectors, such as one of MATH 152, MATH 211, or PHYS 221). Note: As of May 2015, prerequisites will change to the following: (PHYS 231) and (PHYS 351).

M. Bos-Chan/ A. Iliev

### **3.3. Theatre**

New course: THEA 203/ENGL 233, History of Theatre and Drama: Antiquity to 1642

New course: THEA 204/ENGL 234, History of Theatre and Drama: 1642 to 1914

Changes including title and prerequisites: THEA 215

New course: THEA 301/ENGL 365, History of Theatre and Drama: 1914 to the present

New course: THEA 316, Special Topics in Acting and Performance

Changes including title, calendar description, prerequisites, and total hours per term: THEA 360

Changes including calendar description and prerequisites: THEA 490

#### **MOTION:**

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

- THEA 215 prerequisites: ~~THEA 112 or audition. Note: As of September 2015,~~

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prerequisites will change to the following: **THEA 111 with a minimum grade of B or THEA 112.**

H. Compeau/ R. McLeod

### **3.4. Health Sciences**

Changes including credits, calendar description, and total hours per term: NURS 104, NURS 106, NURS 211, and NURS 401

Changes including calendar description and total hours per term: NURS 403

#### **MOTION:**

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

- **NURS** 401- learning outcome 11: ~~Consider~~ **Explore** the needs of specific populations within the community.

N. Goad/ M. Bos-Chan

### **3.5. Criminology**

New course: CRIM 403, Advanced Studies in Youth Crime and Justice

#### **MOTION:**

To approve the new CRIM 403 course outline as presented.

R. Colwell/ M. Bos-Chan

### **3.6. Modern Languages**

Changes including prerequisites: FREN 342

Changes including calendar description and total hours per term: GERM 101 and GERM 102

New course: SPAN 280, Spanish Practicum I

New course: SPAN 380, Spanish Practicum II

#### **MOTION:**

To approve the changes to the French and German course outlines as presented.

R. Colwell/ S. Fisher

#### **MOTION:**

To approve the new Spanish course outlines as amended:

- SPAN 280:
  - renumbered to SPAN 380.
  - Student evaluation: **Credit for this course is awarded on a credit or no credit basis.**
  - Calendar description: **Note: Students cannot take SPAN 380 and SPAN 381 concurrently.**
- SPAN 380
  - renumbered to SPAN 381

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- Student evaluation: Credit for this course is awarded on a credit or no credit basis.
- Calendar description: Note: Students cannot take SPAN 380 and SPAN 381 concurrently.

CARRIED

Abstentions: 1

M. Bos-Chan/ S. Fisher

SPAN 280 and 380 both have the same prerequisites, but one is a 200-level course and the other is a 300-level course. T. Piper explained that students are not required to take SPAN 280 before SPAN 380. SPAN 280 has 120 hours and is worth 3 credits, whereas SPAN 380 has 240 hours and is worth 6 credits. The amount of time that a student spends immersed in the language reflects the level of learning.

It was agreed that both of these courses should be 300-level courses because they do not need to be taken in a predetermined order, credit can be obtained for both courses, and the high amount of overlap between the learning outcomes.

### **3.7. Visual Arts**

New course: GD 303, Dynamic Media II: Storytelling

New course: GD 375, Packaging

New course: GD 498, Directed Study in Graphic and Digital Design I

New course: GD 499, Directed Study in Graphic and Digital Design II

#### **MOTION:**

To approve the new Graphic Design course outlines as presented.

M. Bos-Chan/ S. Fisher

### **3.8. Mathematics and Statistics**

New course: MATH 368, Operations Research

#### **MOTION:**

To approve the new MATH 368 course outline as presented.

M. Bos-Chan/ R. Colwell

## **4. PROGRAMS**

### **4.1. Mathematics and Statistics**

Change to program requirements: Mathematics minor (Statistics option) in Science

#### **MOTION:**

To approve the changes to the Mathematics minor (Statistics option) in Science program requirements as presented, effective September 2014.

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M. Bos-Chan/ S. Manu

#### **4.2. Visual Arts**

Change to program requirements: Visual Arts diploma (residency policy)

Change to program requirements: Visual Arts major (declaration policy)

Change to program requirements: Graphic and Digital Design diploma

Change to program requirements: Graphic and Digital Design extended minor

##### **MOTION:**

To recommend the approval of the addition of the residency policy to the Visual Arts diploma as presented, effective September 2014.

M. Bos-Chan/ N. Goad

##### **MOTION:**

To recommend the approval of the changes to the Visual Arts major declaration policy as presented, effective September 2014.

M. Bos-Chan/ R. Colwell

##### **MOTION:**

To approve the changes to the Graphic and Digital Design diploma program requirements as presented, effective September 2014.

R. McLeod/ M. Bos-Chan

##### **MOTION:**

To recommend the approval of the addition of the residency policy to the Graphic and Digital Design diploma as presented, effective September 2014.

M. Bos-Chan/ R. McLeod

##### **MOTION:**

To recommend the approval of the changes to the Graphic and Digital Design extended minor program requirements as presented, effective September 2014.

M. Bos-Chan/ J. White

#### **4.3. Fine Arts**

Change to program requirements: Bachelor of Fine Arts degree

##### **MOTION:**

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

M. Bos-Chan/ R. McLeod

#### **4.4. Arts**

Change to program requirements: Liberal Arts diploma

Change to program requirements: Associate of Arts degree



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**MOTION:**

To approve the addition of GEOG 103 as a laboratory science requirement option for the Liberal Arts diploma as presented, effective September 2014.

M. Bos-Chan/ R. Colwell

**MOTION:**

To approve the addition of GEOG 103 as a laboratory science requirement option for the Associate of Arts degree as presented, effective September 2014.

R. Colwell/ S. Fisher

**4.5. Modern Languages**

Change to program requirements: Intermediate certificate in Spanish

Change to program requirements: Advanced certificate in Spanish

**MOTION:**

To approve the changes to the Intermediate certificate in Spanish program requirements as presented, effective September 2014.

R. McLeod/ S. Fisher

**MOTION:**

To approve the changes to the Advanced certificate in Spanish program requirements as presented, effective September 2014.

S. Fisher/ R. Colwell

**4.6. Criminology/Criminal Justice**

Change to entrance and program requirements: Bachelor of Arts (Criminal Justice) degree

Change to entrance and program requirements: Criminal Justice diploma

**MOTION:**

To recommend the approval of the changes to the Bachelor of Arts (Criminal Justice) degree entrance requirements as presented, effective September 2015.

R. Colwell/ R. McLeod

**MOTION:**

To recommend the approval of the changes to the Bachelor of Arts (Criminal Justice) degree program requirements as amended, effective September 2014:

- Upon acceptance to the Bachelor of Arts (Criminal Justice) program **and in accordance with B.C. Government's Criminal Record Review Act, UFV requires all students to complete a criminal record check through the Ministry of Public Safety and Solicitor General.** ~~students will be required to complete a criminal record check.~~  
~~In accordance with the B.C. Government's Criminal Record Review Act, UFV requires all School of Criminology and Criminal Justice students to complete~~

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~~a criminal record check through the Ministry of Public Safety and Solicitor General.~~ For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website.

M. Bos-Chan/ R. Colwell

**MOTION:**

To recommend the approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2014.

CARRIED

Abstentions: 1

M. Bos-Chan/ N. Goad

**MOTION:**

To recommend the approval of the changes to the Criminal Justice diploma program requirements as amended, effective September 2014:

- Upon acceptance to the Criminal Justice diploma program **and in accordance with B.C. Government's Criminal Record Review Act, UFV requires all students to complete a criminal record check through the Ministry of Public Safety and Solicitor General.** ~~students will be required to complete a criminal record check.~~  
~~In accordance with the B.C. Government's Criminal Record Review Act, UFV requires all School of Criminology and Criminal Justice students to complete a criminal record check through the Ministry of Public Safety and Solicitor General.~~ For clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website.

CARRIED

Abstentions: 1

R. Colwell/ M. Bos-Chan

There was discussion about the different selection processes within the Bachelor of Arts (Criminal Justice) degree entrance options. The university entrance option is selective, whereas the high school option is not. It was pointed out that this may appear to be an unfair process.

C. Forster explained that this practice has been in place for a long time. To admit high school students into the program on a competitive basis presents an administrative issue as high school grades arrive late and interim grades are not done anymore.

#### **4.7. Health Sciences**

Change to entrance requirements: Health Care Assistant certificate

**MOTION:**

To recommend the approval of the changes to the Health Care Assistant certificate entrance requirements as amended, effective September 2015:

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- The Test of English as a Foreign Language (TOEFL): test must be within the last two years, IBT only – Overall score of ~~76~~ **88** with no score lower than 20 in Speaking and Listening and no score lower than 20 in Reading and Writing.
- Canadian Language Benchmark Placement Test (CLB PT): test must be within the last six months: Listening ~~7~~ **8**, Speaking ~~7~~ **8**, Reading ~~6~~ **8**, and Writing ~~6~~ **8**
- Canadian English Language Proficiency Index Program (CELPIP): Academic or General – Aggregate score of ~~4~~ **H** or better, with ~~4~~ **H** or better in Speaking and Listening and ~~3~~ **4** **H** or better in Reading and Writing
- International English Language Testing System (IELTS): Academic or General – test must be within the last two years: Overall score of 6 with a minimum of ~~6~~ **6.5** in Speaking and Listening and no score lower than ~~5.5~~ **6** in Reading and Writing.
- Canadian Academic English Language Assessment (CAEL): Overall Score of ~~60~~ **70**, with no section less than 50.

N. Goad/ H. Compeau

## 4.8. Social Work and Human Services

Change to entrance and program requirements: Bachelor of Social Work degree

### **MOTION:**

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

R. McLeod/ R. Colwell

### **MOTION:**

To recommend the approval of the changes to the Bachelor of Social Work degree program requirements as amended, effective September 2014:

- Graduate requirements:
  - 1. 60 credits of ~~1st~~ **100-** and ~~2nd-year~~ **200-level** courses:
  - 2. 60 credits of ~~3rd~~ **300-** and ~~4th-year~~ **400-level** courses:
    - 6 credits of ~~3rd~~ **300-** and ~~4th-year~~ **400-level** qualifying Arts & Science electives
    - 54 credits of ~~3rd~~ **300-** and ~~4th-year~~ **400-level** SOWK courses

R. Colwell/ M. Bos-Chan

The calendar copy for the Bachelor of Social Work degree does not specify any program paths that should be taken before entry into the program. V. Krahn pointed that although this information could be helpful to students, there are a variety of courses that students can select, as long as the entrance requirements are met. It was suggested that in the future, it would be helpful to students to make program path suggestions in the calendar copy.

## 4.9. ~~Continuing Studies~~ **Applied Business Technology**

Change to program requirements: Applied Business Technology certificate

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**MOTION:**

To approve the changes to the Applied Business Technology certificate program requirements as presented, effective September 2014.

R. McLeod/ R. Colwell

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Undergraduate Course and Program Approval policy (21) proposed changes**

**MOTION:**

To approve the changes to the revised draft of the Undergraduate Course and Program Approval policy (21) to be sent out for consultation.

M. Bos-Chan/ R. Colwell

The proposed changes to the Undergraduate Course and Program Approval policy (21) will be sent out for a 30-day consultation.

**5.2. Block Transfer Agreement**

**MOTION:**

To approve the proposed block transfer agreement from the Okanagan College Diploma in Writing and Publishing to the UFV Bachelor of Arts English major, Creative Writing concentration as presented, effective September 2014 to September 2020.

M. Bos-Chan/ R. Colwell

Currently, no process exists that specifies a block transfer approval process. Typically, departments make these types of decisions. However, this can be problematic as departments may not always have the institutional background to make decisions that can potentially impact the whole institution. Since this is a large block transfer agreement, both the English and Communications departments decided it would be beneficial for UEC to provide some oversight.

There was a suggestion that as the Transfer Credit policy is currently under review, a process for approving block transfer agreements should be written into the policy. D. Francis stated that BOCAT and the ministry is in favor of block transfers, so it would make sense to clarify the process.

**5.3. Transfer Credit Subcommittee report**

There is no report for this month.

**5.4. Admissions Subcommittee report**

There is no report for this month.

**5.5. Policy Subcommittee report**

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S. Manu reported that the group working on the revisions to Policy 101 plans to discuss the feedback that was received during the consultation.

R. McLeod reported that the UEC Policy Subcommittee will be working with E. Harris to develop a draft version of Policy 105 that can be sent out for consultation.

**5.6. Course Outline Subcommittee report**

SGC determined that UEC has the authority to approve and implement the new course outline form and that it does not need to go to Senate for approval. Information will be sent out to the UFV community, informing departments that the new course outline is ready for implementation. The expectation at the March UEC meeting is that all new and revised courses should be on the new course outline form.

**6. INFORMATION ITEMS**

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

ENGL 099

**6.2. Automotive Apprenticeship program**

Level 2, line E ITA-mandated change

**6.3. Welding Level C, Level B, and Level A**

**6.4. Heavy Duty/Commercial Transport certificate**

**6.5. UEC Membership Composition**

SGC has recommended to Senate that instead of moving to a Co-Chair structure, UEC should instead have a voting faculty member as Chair, and the University Secretariat and Registrar (or designate) as the Vice-Chair (voting member). This structure is consistent with ~~other~~ how other committee membership compositions are structured.

**6.6. Rules for the Conduct of Business review**

**6.7. UEC Terms of Reference**

Addition of: 10. Provide annual reports to Senate.

**7. ADJOURNMENT**

This meeting was adjourned at 12:08pm.

**Memo**

**To:** Ashley Hoogendoorn–Undergraduate Education Committee Assistant  
Sue Brigden–Dean, Faculty of Access and Open Studies

**From:** Christine Nehring–Department Head, ABT

**Date:** December 8, 2013

**Subject:** Changes to Existing ABT Courses

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The following courses have been reviewed and updated to conform to university policy on course outline structure. As the proposed changes are similar between courses, seven course outline revisions will be addressed in this memo.

- ABT 110–Database Management
- ABT 111–Office Practices and Management<sup>1</sup>
- ABT 131–Keyboarding
- ABT 133–Word Processing
- ABT 137–Spreadsheets
- ABT 143–Bookkeeping
- ABT 187–Work Experience

**A. Course Revision****1. Rationale for change**

The ABT courses have been in existence in their current configuration since the program's restructuring in 2002. As part of ABT's move into the Faculty of Access and Open Studies, a program revision was undertaken and the course outlines were updated to reflect current practices.

**2. Summary of substantive changes**

| <b>Course Outline Section</b>    | <b>Rationale</b>                                                                                                                                                                                           |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calendar Description             | Descriptions were revised to be more concise yet still outline the scope of each course.                                                                                                                   |
| Total Hours                      | Hours were revised to reflect student contact hours. (Hours reflecting independent study were removed).                                                                                                    |
| Learning Outcomes                | Outcomes were revised to ensure the use of measurable and specific verbs and to correlate with UFV's Institutional Learning Outcomes. (Itemized tasks/skills were moved into the course content sections.) |
| Other Sections (Shaded Headings) | Departmental-discretion sections were revised to reflect current textbook editions, data storage standards, and course content.                                                                            |

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<sup>1</sup> As there is no historical record of official documents for ABT 110 and 111, course outlines were created using information from the academic calendar, Banner, and departmental course outlines.

**C. Budget and Learning Outcome Issues****1. How does your course address the UFV Learning Outcomes?**

When the learning outcomes for each course were revised, the Institutional Learning Outcomes were taken into consideration. ABT students are provided with many opportunities to demonstrate their applied learning, communication, and critical thinking skills, and to integrate that knowledge both across subject areas and into their communities and places of work.

**2. Is this course required by any program beyond the discipline?**

N/A

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

As ABT is an applied program with a focus on businesses/organizations, efforts will continue to use First Nations' businesses and opportunities as case-study examples where possible.

**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:**

As the scope of the courses, class sizes, frequency of offering, and required resources have not changed, there are no budget implications.

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

The courses are all eligible for PLAR.

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

**How are the trips funded?**

N/A

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

| <b>Materials</b>                   | <b>Costs</b>                 |
|------------------------------------|------------------------------|
| 8 GB Flashdrive                    | \$10–15                      |
| Rolling backpack                   | \$25–40                      |
| Misc. Supplies (binder, pens, etc) | \$25–50                      |
| Textbooks                          | \$1,100 (for entire program) |

## **Campus-Wide Consultation Questions and Responses**

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**From:** Rhonda Colwell  
**Sent:** Thursday, December 12, 2013 9:57 AM  
**To:** Christine Nehring  
**Subject:** RE: [CWC] ABT Course and Program Changes

Hi everyone,

I have read this proposal and I have noted a couple of items, as follows:

The ABT 111 file when opened shows "ABT 133" in the Course Name/Number section.

There are no prerequisites stated for ABT 110, 111, 131, 133, 137, and 143. My understanding of this program is that it is based on a cohort-model, so a BA student would not be able to register in these courses. I am suggesting that the prereqs state – Admission to the ABT Certificate. If you do want to leave these courses accessible to more than just the ABT students, then the prereq could be – Admission to the ABT Certificate or department head's permission.

Thanks,

Rhonda

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**From:** Christine Nehring  
**Sent:** Thursday, December 12, 2013 10:10 AM  
**To:** Rhonda Colwell  
**Subject:** RE: [CWC] ABT Course and Program Changes

Hi Rhonda,

Your point about prerequisites is an excellent one, and I will incorporate that change. You are correct; ABT is a cohort-model, and students must be admitted into the program to take the courses.

I have noted the ABT 111 course name/number correction. Thank you for spotting that!

Regards,

Christine





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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                             |             |
| ABT 110                                                                                                                   | Applied Business Technology | 1.5         |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
|                                                                                                                           | Database Management         |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Skill development and application of introductory database concepts using Microsoft® Access. Topics include designing, creating, maintaining, editing, and querying a database; and creating reports and forms.

PREREQUISITES: Admission to the ABT program.  
 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:** 22.5

**STRUCTURE OF HOURS:**

Lectures: 22.5 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: Twice 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>Christine Nehring, Liana Thompson</u> | Date approved: <u>December 8, 2013</u>    |
| Department Head: <u>Christine Nehring</u>                    | Date of meeting: <u>December 13, 2013</u> |
| Campus-Wide Consultation (CWC)                               | Date approved: <u>February 4, 2014</u>    |
| Curriculum Committee chair: <u>Beverly Jones Redekop</u>     | Date approved: <u>February 17, 2014</u>   |
| Dean/Associate VP: <u>Sue Brigden</u>                        | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval             |                                           |

**ABT 110  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

1. Design and create a database using appropriate tables, fields, and primary keys.
2. Create queries to locate, sort, and manipulate database data.
3. Maintain the database by updating and filtering records, modifying database structure, and setting validation rules.
4. Construct business-ready reports and forms.

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

Lecture, applied practice

**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:]*

Shelley, G. B., Pratt, P. J., & Last, M. Z. (2011). *Microsoft® Access® 2010 Complete*. Boston, MA: Course Technology Cengage Learning.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive.

**STUDENT EVALUATION:**

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

Assignments: 40%

Exams: 60%

**COURSE CONTENT:**

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

- Design, create, and save a database table.
- Add records to the database and print.
- Create a form to view the data.
- Create and print a report.
- Use the Access Help feature.
- Create a simple query using the Select Query window.
- Use criteria to create more complex queries.
- Sort data, join tables, and perform calculations in a query.
- Find statistics in a query.
- Create crosstab queries.
- Add, change, and delete records in the database.
- Change the structure of a table.
- Search and filter records.
- Use action queries to update/delete records.
- Create and use validation rules.
- Specify referential integrity.
- Use Access tools to create reports and forms.



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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                                 |             |
| ABT 111                                                                                                                   | Applied Business Technology     | 1.5         |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT              | UFV CREDITS |
|                                                                                                                           | Office Practices and Management |             |
|                                                                                                                           | COURSE DESCRIPTIVE TITLE        |             |

**CALENDAR DESCRIPTION:**

Introduction to common office procedures and management. Emphasis on the roles and responsibilities of the administrative professional in an office setting and the importance of career management as a success factor.

PREREQUISITES: Admission to the ABT program.  
 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:** 22.5

**STRUCTURE OF HOURS:**

Lectures: 22.5 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Twice 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): <b>Christine Nehring, Liana Thompson, Mary Higgins</b> |                                           |
| Department Head: <b>Christine Nehring</b>                                  | Date approved: <b>December 8, 2013</b>    |
| Campus-Wide Consultation (CWC)                                             | Date of meeting: <b>December 13, 2013</b> |
| Curriculum Committee chair: <b>Beverly Jones Redekop</b>                   | Date approved: <b>February 4, 2014</b>    |
| Dean/Associate VP: <b>Sue Brigden</b>                                      | Date approved: <b>February 17, 2014</b>   |
| Undergraduate Education Committee (UEC) approval                           | Date of meeting: <b>February 28, 2014</b> |

**ABT 111  
COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Complete and manage office documents, records, systems, and financial information
2. Arrange and document meetings and employ common meeting practices
3. Use and maintain business office equipment
4. Identify career path and set short- and long-term career goals
5. Develop and demonstrate self-awareness and self-management skills
6. Identify and implement strategies for being part of an effective team
7. Develop conflict-resolution skills and positive working relationships
8. Interact and collaborate effectively with others

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

Lecture, group 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. An example of texts for this course might be:]

Fulton-Calkins, P. & Blaney, D. (2013). *The Administrative Professional: Procedures and Skills*. Second Canadian Edition. Toronto, ON: Nelson Education Ltd.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive

**STUDENT EVALUATION:**

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

|             |     |
|-------------|-----|
| Assignments | 30% |
| Projects    | 30% |
| Exams       | 40% |

**COURSE CONTENT:**

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

- Customer service
- Career management
- Records and systems management
- Meetings and minute taking (Robert's Rules of Order)
- Systems management: Purchasing cycles
- Office documents: purchase/sales invoices, expense claims/forms, bank reconciliation
- Self-management skills: time, stress, anger, work ethic, self- and other awareness
- Office equipment: scanner, photocopier, multi-line phone
- Electronic scheduling: meetings and appointments
- Team work



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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                             |             |
| ABT 131                                                                                                                   | Applied Business Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
|                                                                                                                           | Keyboarding                 |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Introduction to the fundamentals of correct keyboarding technique. Improvement in speed and accuracy will be achieved through directed drills, corrective practice, and timed testing. Emphasis is on accuracy with a minimum speed of 40 nwpm (net words per minute).

PREREQUISITES: Admission to the ABT program.  
 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:** 90

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: 90 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: Twice 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>Christine Nehring</u>             | Date approved: <u>December 8, 2013</u>    |
| Department Head: <u>Christine Nehring</u>                | Date of meeting: <u>December 13, 2013</u> |
| Campus-Wide Consultation (CWC)                           | Date approved: <u>February 4, 2014</u>    |
| Curriculum Committee chair: <u>Beverly Jones Redekop</u> | Date approved: <u>February 17, 2014</u>   |
| Dean/Associate VP: <u>Sue Brigden</u>                    | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**ABT 131**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Apply the principles of proper keyboarding technique.
2. Use diagnostic charts to analyse errors and speed deficiencies.
3. Select appropriate corrective practice to improve speed and accuracy.
4. Key at a speed of 40 nwpm (net words per minute) with an average of five or fewer errors.

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

Drills and timed writings

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

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

☒ Other (specify): Timing writing testing

☐ 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:]*

Peters, C. (2005). *Cortez Peters' Championship Keyboarding Drills, Fourth Edition*. New York, NY: McGraw-Hill Irwin.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive

**STUDENT EVALUATION:**

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

In the last month of the program, the student will be evaluated based on his or her three best five-minute timings. A letter grade will be assigned based on the average error rate on any three papers that meet the speed requirement of 40 nwpm (net words per minute).

|                  |    |                    |    |
|------------------|----|--------------------|----|
| 0.0 – 0.5 errors | A+ | 3.0 – 3.5 errors   | B- |
| 0.6 – 1.1 errors | A  | 3.6 – 4.1 errors   | C+ |
| 1.2 – 1.7 errors | A- | 4.2 – 4.7 errors   | C  |
| 1.8 – 2.3 errors | B+ | 4.8 – 5.5 errors   | C- |
| 2.4 – 2.9 errors | B  | more than 6 errors | NC |

**COURSE CONTENT:**

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

See Learning Outcomes. The student is expected to attend all assigned drill sessions and spend additional time doing corrective practice as suggested by the diagnostic procedures.



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

COURSE IMPLEMENTATION DATE: September 2002  
 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

|                          |                             |             |
|--------------------------|-----------------------------|-------------|
| ABT 133                  | Applied Business Technology | 4.5         |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT          | UFV CREDITS |
|                          | Word Processing             |             |
| COURSE DESCRIPTIVE TITLE |                             |             |

**CALENDAR DESCRIPTION:**

Skill development and application of advanced word processing concepts using Microsoft® Word software. Emphasis is on creating business documents with a high standard of professionalism and attention to detail. Integration of concepts across multiple software applications is also studied and applied.

PREREQUISITES: Admission to the ABT program.  
 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:** 67.5

**STRUCTURE OF HOURS:**

Lectures: 67.5 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: Twice 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): <b>Christine Nehring</b>             | Date approved: <b>December 8, 2013</b>    |
| Department Head: <b>Christine Nehring</b>                | Date of meeting: <b>December 13, 2013</b> |
| Campus-Wide Consultation (CWC)                           | Date approved: <b>February 4, 2014</b>    |
| Curriculum Committee chair: <b>Beverly Jones Redekop</b> | Date approved: <b>February 17, 2014</b>   |
| Dean/Associate VP: <b>Sue Brigden</b>                    | Date of meeting: <b>February 28, 2014</b> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**ABT 133**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Apply advanced formatting concepts and data management techniques to business documents.
2. Demonstrate the integration of Word skills and concepts across multiple applications (e.g. with Outlook and Publisher).
3. Analyze documents for professionalism, ease of navigation, appropriate content, and visual appeal.
4. Prepare business-ready forms, reports, brochures, newsletters, and mail-merge documents.

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

Lectures, applied practice

**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:]*

Rutkosky, N. & Rutkosky Roggenkamp, A. (2011). *Microsoft® Word 2010, Signature Series*. St. Paul, MN: Paradigm, Publishing, Inc.

Cram, C. M. (2012). *Microsoft® Office 2010: Illustrated Projects*. Boston, MA: Course Technology Cengage Learning.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive.

**STUDENT EVALUATION:**

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

Assignments: 40%  
Projects: 10%  
Exams: 50%

**COURSE CONTENT:**

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

- Formatting characters and paragraphs
- Inserting and modifying images, shapes, and WordArt
- Creating and enhancing tables
- Merging documents
- Creating and managing multi-level lists
- Customizing themes; creating and managing styles
- Using track changes and comments
- Inserting and customizing Quick Parts
- Creating, modifying, and protecting forms, reports, brochures, and newsletters





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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                             |             |
| ABT 137                                                                                                                   | Applied Business Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
|                                                                                                                           | Spreadsheets                |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Skill development and application of advanced spreadsheets concepts using Microsoft® Excel software. Emphasis is on creating spreadsheets with a business focus and analysing spreadsheet data when making business decisions.

PREREQUISITES: Admission to the ABT program.

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Twice 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>Christine Nehring, Mary Higgins</u> | Date approved: <u>December 8, 2013</u>    |
| Department Head: <u>Christine Nehring</u>                  | Date of meeting: <u>December 13, 2013</u> |
| Campus-Wide Consultation (CWC)                             | Date approved: <u>January 4, 2014</u>     |
| Curriculum Committee chair: <u>Beverly Jones Redekop</u>   | Date approved: <u>February 17, 2014</u>   |
| Dean/Associate VP: <u>Sue Brigden</u>                      | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval           |                                           |

**ABT 137**  
**COURSE NAME/NUMBER**

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

## LEARNING OUTCOMES:

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

1. Apply advanced formatting concepts to workbooks and worksheets
2. Plan and develop Excel applications
3. Analyze and evaluate business data using a variety of Excel statistical tools
4. Demonstrate the integration of Excel skills across applications and subject areas

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

Lectures, applied practice

## 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:]*

Parson, J. J., Oja, D., Ageloff, R., & Carey, P. (2011). *New Perspectives on Microsoft® Excel® 2010, Introductory*.

Boston, MA: Course Technology Cengage Learning.

## SUPPLIES / MATERIALS:

Minimum 8 GB flash drive

## STUDENT EVALUATION:

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

|             |     |
|-------------|-----|
| Assignments | 45% |
| Exams       | 55% |

## COURSE CONTENT:

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

- Create and format business-ready workbooks and worksheets
- Create charts, graphs, tables, PivotTables, and PivotCharts
- Build advanced formulas and functions
- Create and employ an Excel template
- Group, link, and protect workbooks and worksheets
- Plan and assign validation rules
- Build and run macros



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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                             |             |
| ABT 143                                                                                                                   | Applied Business Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
| Bookkeeping                                                                                                               |                             |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Introduction to the basic principles, concepts, and applications of accounting. Emphasis is on the accounting cycle for a service business organized as a sole proprietorship.

PREREQUISITES: Admission to the ABT program.

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

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: Twice 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>Christine Nehring</u>             | Date approved: <u>December 8, 2013</u>    |
| Department Head: <u>Christine Nehring</u>                | Date of meeting: <u>December 13, 2013</u> |
| Campus-Wide Consultation (CWC)                           | Date approved: <u>February 4, 2014</u>    |
| Curriculum Committee chair: <u>Beverly Jones Redekop</u> | Date approved: <u>February 17, 2014</u>   |
| Dean/Associate VP: <u>Sue Brigden</u>                    | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**ABT 143**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Complete all the functions of the accounting cycle from transaction analysis to closing the books.
2. Analyze financial statements and the financial position of organizations.
3. Prepare a report summarizing the financial position of an organization and making recommendations to the owner.
4. Evaluate real-life examples of breach of ethics in accounting practices.

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

Lecture, discussion, group work, lab 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. An example of texts for this course might be:]*

Palmer, T., Grace, D. P., & D'Amico, V. (2008). *Accounting for Canadian Colleges, Fifth Edition*. Toronto, ON: Pearson Education Canada.

Palmer, T., Grace, D. P., & D'Amico, V. (2008). *Accounting for Canadian Colleges, Working Papers, Fifth Edition*. Toronto, ON: Pearson Education Canada.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive.

**STUDENT EVALUATION:**

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

Assignments    40%  
Examinations    60%

**COURSE CONTENT:**

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

- Ethics in accounting
- The balance sheet and the income statement
- Transaction analysis
- Source documents
- T-accounts
- The journal and the ledger
- The work sheet
- Adjusting and closing the books



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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                             |             |
| ABT 187                                                                                                                   | Applied Business Technology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
| Work Experience                                                                                                           |                             |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Provides practical experience in Lower Mainland offices. Three weeks are spent undertaking a variety of administrative functions in offices of companies/agencies with whom the Applied Business Technology department liaises.

PREREQUISITES: Admission to the ABT program and department permission.

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: 90**

**STRUCTURE OF HOURS:**

Lectures: \_\_\_\_\_ Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: **90** 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: Twice 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): <b>Christine Nehring</b>             | Date approved: <b>December 8, 2013</b>    |
| Department Head: <b>Christine Nehring</b>                | Date of meeting: <b>December 13, 2013</b> |
| Campus-Wide Consultation (CWC)                           | Date approved: <b>February 4, 2014</b>    |
| Curriculum Committee chair: <b>Beverly Jones Redekop</b> | Date approved: <b>February 17, 2014</b>   |
| Dean/Associate VP: <b>Sue Brigden</b>                    | Date of meeting: <b>February 28, 2014</b> |
| Undergraduate Education Committee (UEC) approval         |                                           |

**ABT 187**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Identify the key duties of an administrative professional.
2. Demonstrate good judgment and critical thinking.
3. Apply skills learned in the classroom to the practicum host's place of work.
4. Produce business materials as required by the practicum host.

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

Field experience

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

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

☒ Other (specify): Approval by department

☐ 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:]*

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

Student will receive credit/no credit based on satisfactory report from on-site supervisor, submission of a student field report, and instructor's approval.

**COURSE CONTENT:**

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

Varies according to office.

**Memo**

**To:** Ashley Hoogendoorn–Undergraduate Education Committee Assistant  
Sue Brigden–Dean, Faculty of Access and Open Studies

**From:** Christine Nehring–Department Head, ABT

**Date:** December 8, 2013

**Subject:** Changes to ABT 135: Business English and Communications

---

**A. Course Revision****1. Rationale for change**

Since the ABT program was last revised (2002), the role of the administrative professional has expanded. The proliferation of online business communication means that administrative personnel are expected to be current and capable in an online environment. ABT 135 is being reduced from 4.5 to 3 credits to accommodate the creation of a new course–ABT 160: Online Business Communications. Much of the business writing developed in ABT 135 will be carried into ABT 160, and the two courses will work in partnership with each other.

**2. Summary of substantive changes**

| <b>Course Outline Section</b>    | <b>Rationale</b>                                                                                                                      |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Calendar Description             | The description was revised to be more concise yet still outline the scope of the course.                                             |
| Total Hours                      | Hours were revised to reflect student contact hours and the reduction from 4.5 to 3 credits.                                          |
| Learning Outcomes                | Outcomes were revised to ensure the use of measurable and specific verbs and to correlate with UFV's Institutional Learning Outcomes. |
| Other Sections (Shaded Headings) | Departmental-discretion sections were revised to reflect current textbook editions, data storage standards, and course content.       |

**C. Budget and Learning Outcome Issues****1. How does your course address the UFV Learning Outcomes?**

When the learning outcomes for this course were revised, UFV's Institutional Learning Outcomes were taken into consideration. Studying and applying communication skills provides ABT students with many opportunities to demonstrate their applied learning, inquiry, self-reflective, and critical-thinking skills.

**2. Is this course required by any program beyond the discipline?**

N/A

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

As ABT is an applied program with a focus on businesses/organizations, efforts will continue to use First Nations' businesses and opportunities as case-study examples where possible. In the current academic year, ABT 135 students wrote a report that examined ways in which First Nations' sites and exhibits could be integrated appropriately and respectfully into a tour company's itinerary.

**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—as the 1.5 credits removed from this course are being transferred to a new ABT course (ABT 160), there are no budget implications to the reduction in this course's credit value.
- b. Class size limit—remains the same as previous.
- c. Frequency of offering—remains the same as previous.
- d. Resources required—remain the same as previous.

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

The 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?**

N/A

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

The costs for this course remain as previous. The two textbooks are the largest expense, totalling approximately \$170. The other costs (flashdrive, binder, pens, backpack, etc.) are shared across the ABT courses.



## **Campus-Wide Consultation Questions and Responses**

---

**Sent:** December-09-13 12:24 PM

**On Behalf Of** Colleen Bell

**Subject:** [CWC] FW: ABT Course and Program Changes #2

I see no implications for the library (at least in terms of the collection) in these proposed changes, but I do have a couple of questions:

Re ABT 135 – it seems eerily similar to CMNS 125 (including the language in most of the learning outcomes) ... how is it distinct? (I only ask because I've seen other discussions recently about duplicated content, the APPC is looking at ways to streamline offerings, and this question may come up – I have no personal stake in it.)

Re Institutional Learning Outcomes in general: I'm curious to know more about how you see these courses addressing information competency. This is not a library question, but a general curiosity. I think I see it, but I'm not sure – I'd like to know more. (A little about my perspective: information competency to me does not mean "library" – it speaks to a much broader set of competencies than knowing how to use the library – but I am curious to know more about how ABT sees it fitting the definition we have adopted.)

Thanks, Colleen Bell, MLIS

---

**From:** Christine Nehring

**Sent:** Friday, December 13, 2013 5:28 PM

**Subject:** RE: ABT Course and Program Changes #2

Hi Colleen,

While CMNS 125 and ABT 135 have commonalities, the ABT program teaches skills specific to the role of an administrative assistant in an office setting. Students cannot use ABT 135 to fulfil CMNS 125 requirements or vice versa.

ABT is a cohort program, where we expect students to integrate concepts and skills from all courses. ABT 135 addresses workplace communications from a content-writing perspective, but it also integrates concepts from other ABT courses, especially ABT 133 (Word). For example, in ABT 135 students are taught how to write a clear, concise, and complete business letter, but they are also expected to apply the formatting skills from ABT 133 to ensure the letter uses appropriate document spacing, font choice, and business-letter style. Students would then run a mail merge on the letter and create addressed envelopes.

Regarding information competency, I see this as guiding students to explore the various ways they would gather and assess information. In ABT, this is information-gathering is often done via the internet; we help students determine how to find credible sources, analyze and evaluate the data gathered, use the information appropriately, and recognize copyright.

Regards, Christine



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

COURSE IMPLEMENTATION DATE: September 2002  
 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 |                                     |             |
| ABT 135                                                                                                                   | Applied Business Technology         | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                  | UFV CREDITS |
|                                                                                                                           | Business English and Communications |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                     |             |

**CALENDAR DESCRIPTION:**

Introduction to the principles of workplace communications. Emphasis on the writing process, including positive, negative, and persuasive messages. Development and application of self-editing, proofreading, and peer editing skills, and analysis of communication situations. Employment documents and professional presentations will also be prepared.

PREREQUISITES: Admission to the ABT program.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

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

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

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

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

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: 24  
 Expected frequency of course offerings: Twice 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>Christine Nehring, Mary Higgins</u> |                                           |
| Department Head: <u>Christine Nehring</u>                  | Date approved: <u>December 8, 2013</u>    |
| Campus-Wide Consultation (CWC)                             | Date of meeting: <u>December 13, 2013</u> |
| Curriculum Committee chair: <u>Beverly Jones Redekop</u>   | Date approved: <u>January 4, 2014</u>     |
| Dean/Associate VP: <u>Sue Brigden</u>                      | Date approved: <u>February 17, 2014</u>   |
| Undergraduate Education Committee (UEC) approval           | Date of meeting: <u>February 28, 2014</u> |

**ABT 135**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Use appropriate business-style grammar, spelling, and punctuation.
2. Demonstrate the elements of business communications.
3. Apply the principles of planning, drafting, revising, proofreading, and editing to common business documents.
4. Write positive, negative, and persuasive messages, considering tone, style, clarity, completeness, and language mechanics.
5. Analyse readers' needs and adapt messages accordingly, considering the perspective of the organization, the employee, and the recipient.
6. Identify and employ the appropriate media in various communication situations.
7. Prepare resumes, cover letters, follow-up (thank-you) letters, and application forms.
8. Participate in a mock employment interview.
9. Prepare and deliver short oral presentations.

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

Lecture, discussion, group work, computer lab work, Blackboard

**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:]*

Norton, S. & Green, B. (2014). *The Bare Essentials, Form A, Eighth Edition*. Toronto, ON: Nelson Education Ltd.

VanHuss, S. H. (2005). *Basic Letter & Memo Writing, 5<sup>th</sup> Edition*. Mason, OH: South-Western Cengage Learning.

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive

**STUDENT EVALUATION:**

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

|               |     |
|---------------|-----|
| Presentations | 10% |
| Quizzes       | 15% |
| Exams         | 30% |
| Assignments   | 45% |

**COURSE CONTENT:**

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

- Effective writing guidelines
- Language mechanics
- Drafting, revising, self-editing, peer-editing, proofreading
- Positive, negative, persuasive messages
- Memos, letters, reports, emails
- Employment communications
- Mock employment interview
- Group work and professional presentations

**Memo**

**To:** Ashley Hoogendoorn–Undergraduate Education Committee Assistant  
Sue Brigden–Dean, Faculty of Access and Open Studies

**From:** Christine Nehring–Department Head, ABT

**Date:** December 8, 2013

**Subject:** New ABT Course–ABT 160: Web-based Business Communications

---

**B. New Course****1. Rationale for new course**

Since the ABT program was last revised (2002), the role of the administrative professional has expanded. The proliferation of web-based business communication means that administrative personnel are expected to be current and capable in an online environment. The addition of a web-based communications course will allow ABT students to gain an understanding of the various forms of online media and to apply their skills to building and maintaining an online business presence.

**2. How new course fits into program**

ABT 135 (Business English and Communications) has been scaled back from 4.5 credits to 3 credits to accommodate the creation of ABT 160. ABT 135 will be a prerequisite, as much of the business writing developed in ABT 135 will be continued into ABT 160. The two courses will work in partnership with each other.

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

N/A

**C. Budget and Learning Outcome Issues****1. How does your course address the UFV Learning Outcomes?**

This course addresses all of UFV's Institutional Learning Outcomes. Here are several examples: the web-based nature of the course requires students to demonstrate information competency, the evaluation of online marketing strategies requires students to analyze critically and imaginatively, and the applied nature of website creation and maintenance requires students to use knowledge and skills proficiently.

**2. Is this course required by any program beyond the discipline?**

N/A

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

When examining real-life case studies, creating web-based marketing images, and evaluating marketing strategies, emphasis will be placed on including First Nations' materials.

**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—as this course replaces 1.5 credits removed from ABT 135 there are no budget implications to the addition of this course.
- b. Class size limit—ABT operates as a cohort, so this course will have the same class size limit as all other ABT courses.
- c. Frequency of offering—this course will be offered twice a year (as are all other ABT courses).
- d. Resources required—ABT students have access to a computer lab as part of their program; no additional lab resources will be required.

**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?**

N/A

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

Costs for this course will be minimal and are in conjunction with other ABT course costs (e.g. flashdrive, binder, pens, etc.) The course will use the textbook students have already purchased for ABT 135. Any additional materials required will be assembled by the instructor and appropriate online materials will be sourced.



**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 |                             |             |
| ABT 160                                                                                                                   | Applied Business Technology | 1.5         |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT          | UFV CREDITS |
| Web-based Business Communications                                                                                         |                             |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                             |             |

**CALENDAR DESCRIPTION:**

Builds on ABT 135 (Business English and Communications) by developing writing for the web. Evaluation of different business communication tools such as social media, websites, and print. Application of writing principles for different audiences to create effective web communications. Creation of portfolio demonstrating mastery of multi-media marketing and website maintenance.

PREREQUISITES: ABT 135.  
 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:** 22.5

**STRUCTURE OF HOURS:**

Lectures: 22.5 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

**OTHER:**

Maximum enrolment: \_\_\_\_\_  
 Expected frequency of course offerings: \_\_\_\_\_  
 (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>Mary Higgins, Christine Nehring</b> | Date approved: <b>December 8, 2013</b>    |
| Department Head: <b>Christine Nehring</b>                  | Date of meeting: <b>December 13, 2013</b> |
| Campus-Wide Consultation (CWC)                             | Date approved: <b>February 4, 2014</b>    |
| Curriculum Committee chair: <b>Beverly Jones Redekop</b>   | Date approved: <b>February 17, 2014</b>   |
| Dean/Associate VP: <b>Sue Brigden</b>                      | Date of meeting: <b>February 28, 2014</b> |
| Undergraduate Education Committee (UEC) approval           |                                           |

**ABT 160**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

1. Apply principles of web design and maintenance.
2. Analyse real-life case studies.
3. Create effective content for social media, emails, and websites.
4. Create images tailored for online marketing.
5. Discriminate between different social media platforms and evaluate the appropriateness of each.
6. Evaluate marketing strategies for different business situations.

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

Lecture, computer lab work, group 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. An example of texts for this course might be:]*

**SUPPLIES / MATERIALS:**

Minimum 8 GB flash drive.

**STUDENT EVALUATION:**

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

|               |     |
|---------------|-----|
| Presentations | 10% |
| Quizzes       | 15% |
| Exams         | 30% |
| Assignments   | 45% |

**COURSE CONTENT:**

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

- Principles of web design and maintenance
- Social media platform analysis
- Image creation
- Blog posts, status updates, email
- Online marketing strategies



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

**MEMORANDUM**

**TO:** UEC

**FROM:** Allan Arndt, Biology Department Head

**DATE:** November 25, 2013

**SUBJECT:** BIO 415, Correction to Prerequisites

---

The BIO 415 prerequisites are correctly listed in CAPP however they are incorrectly listed in the timetable. We would like to correct this and are requesting the addition of BIO 407 to the list of prerequisites. Both areas will then contain the same information. The textbook information has been updated to CBE citation style.

CWC Comments

I have read this proposal and have no concerns.

Budget Implications

None

Q:\UEC\UEC meetings\2014-02-28\Courses\BIO\Memo- BIO 415.doc





**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 |                            |             |
| BIO 415                                                                                                                   | Faculty of Science/Biology | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT         | UFV CREDITS |
| Cancer Biology                                                                                                            |                            |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                            |             |

**CALENDAR DESCRIPTION:**

Cancer biology examines the genetic, developmental and environmental basis of this disease, and explores current as well as future anti-cancer treatments. Topics to be covered include tumorigenesis; control of the cell cycle; the role of oncogenes; tumor suppressor genes; angiogenesis; metastasis; immunotherapy; and novel approaches to cancer treatment.

PREREQUISITES: BIO 220, and any one of BIO 401, 403, 405 or 407.  
 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: 45 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: \_\_\_\_\_ Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 36

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>Terry Starr</u>           | Date approved: <u>November 15, 2013</u>   |
| Department Head: <u>Allan Arndt</u>              | Date of meeting: <u>December 6, 2013</u>  |
| Campus-Wide Consultation (CWC)                   | Date approved: <u>January 24, 2014</u>    |
| Curriculum Committee chair: <u>David Fenske</u>  | Date approved: <u>January 24, 2014</u>    |
| Dean/Associate VP: <u>Lucy Lee</u>               | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval |                                           |

**BIO 415**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- a) discuss the various cellular pathways that lead to oncogenesis
- b) describe how body systems are affected by cancers
- c) analyze the common genetic mechanisms that lead to tumor formation
- d) critically discuss how mutations in specific oncogenes modify cellular metabolism
- e) explain how alterations in specific tumor suppressor genes lead to tumor formation
- f) describe the role that the immune system plays in oncogenesis
- g) give examples of common therapies including chemotherapy, immunotherapy, and viral therapy
- h) explain how different categories of chemotherapeutic drugs target cancer cells

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

Lectures, demonstrations, small group practice, audio-visual presentation

**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:]*

Weinberg, 2013, The Biology of Cancer, Garland Science  
Primary Literature

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

|                   |     |
|-------------------|-----|
| Midterms (2x 20%) | 40% |
| Final exam        | 40% |
| Term paper        | 20% |

**COURSE CONTENT:**

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

**Lecture Schedule:**

Nature of Cancer  
Tumor Viruses  
Cellular Oncogenes  
Growth Factors and their Receptors  
Signaling Circuitry  
Tumor Suppressor Genes  
Control of the Cell Cycle  
Apoptosis, Cell Immortalization, and Tumorigenesis  
Angiogenesis and Metastasis  
Tumor Immunology  
Therapies and Treatments

**MEMO**

**TO:** Ashley Hoogendoorn, UEC Assistant  
Lucy Lee, Dean of Science  
Sylvie Murray, Program Development Coordinator

**FROM:** Colleen Gingerich, CIS Department

**DATE:** November 7, 2013

**SUBJECT:** Revision of Course Outlines for CIS110 and BUS160

---

Attached are the revised course outlines for CIS110/BUS160. These are routine course revisions. In each section taught, 25 of the 35 seats are reserved for the Business Department students. Recent consultation with the business department indicated that they are pleased with the curriculum delivered and it continues to meet the needs of their students.

The minor changes in the course outline do not affect the class size, the credit value or the required resources for the course. There are no additional costs required for course delivery.

**CWC Comments:** No comments received.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIS 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Computerized Business Applications and MIS<br><b>Course Short Title:</b> Computerized Bus Applications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>This course covers understanding, application, and advanced skill development in spreadsheets, databases, presentation software, and word-processing, integrated with an introduction to Management Information Systems (MIS). Emphasis is on problem solving and integration of software applications within a MIS context.                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Note:</b> Students with credit for BUS 160 cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> None. It is recommended that students are competent in computer skills.<br><b>Corequisites (if applicable, or NONE):</b> None.<br><b>Pre/corequisites (if applicable, or NONE):</b> None.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>BUS 160</b><br>Equivalent course(s): <b>BUS 160</b><br><i>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.</i>                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Three times per year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Ian McAskill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> December 6, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> January 10, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> February 7, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> January 24, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 28, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

[CIS 110]

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Use file management systems for a variety of purposes.
- Apply word-processing principles to create reports, merge documents, and publications.
- Solve business math problems using spreadsheet software.
- Demonstrate mastery of presentation software.
- Create a database structure for a small business.
- Extract information from a database.
- Evaluate Business Processing Methods (BPM).
- Integrate software applications to manage and solve business problems.
- Recognize the ethical implications of managing and sharing data.

## Prior Learning Assessment and Recognition (PLAR)

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

**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)  
Lecture, tutorials, group projects, in-class discussions, and problem solving.

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

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

| <u>Author Surname,</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                     | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year</u><br><u>Published</u> |
|-------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------|------------------|---------------------------------|
| 1. Kroenke, D.M.                          | <i>Experiencing MIS</i> , 2 <sup>nd</sup> Ed Canadian                           | <input checked="" type="checkbox"/> | Prentice-Hall    | 2011                            |
| 2. Miller, L.                             | <i>MIS Cases—Decision making with Application Software</i> , 3 <sup>rd</sup> ed | <input checked="" type="checkbox"/> | Prentice-Hall    | 2007                            |
| 3. Townsend, K.                           | <i>Skills for Success with Microsoft Office 2010</i> , 2 <sup>nd</sup> ed.      | <input checked="" type="checkbox"/> | Pearson          | 2013                            |
| 4.                                        |                                                                                 | <input type="checkbox"/>            |                  |                                 |
| 5.                                        |                                                                                 | <input type="checkbox"/>            |                  |                                 |

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 35% | Assignments: | 20% | Midterm exam:     | 30% | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

Details (if necessary):

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

## Typical Course Content and Topics

- Understanding and Using Management Information Systems
  - Structure of Information Systems
  - Purpose and Impact of MIS in Business
  - Hardware and Software
  - Database Processing
  - Data Communications
  - Internet Technology
- Developing Strategies for File Management
- Creating and Delivering Professional Presentations
- Managing Communications with Microsoft Word
  - Merge Documents
  - Reports
  - Publications/Newsletters
- Solving Problems with Spreadsheets
  - Data Computation and Analysis

**[CIS 110]****University of the Fraser Valley Official Undergraduate Course Outline****Page 3 of 3***Typical Course Content and Topics continued:*

- Data Display with Charts
  - Decision Making using Logical functions
- Developing a Database Structure with Microsoft Access
  - Data organization to produce meaningful information
  - Tables
  - Queries
  - Forms
  - Reports
  - Relationships
- Integrating Applications to Develop Effective Management Information Systems

**For Administrative Use Only**

Department code:

CIP Code:

Course Level Code:

PDC Code:



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993

REVISED COURSE IMPLEMENTATION DATE:

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

Cross-listed outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

Course Code and Number: BUS 160

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

Course Title: Computerized Business Application and MIS

Faculty: Faculty of Science

Department (or program if no department): Computer Information Systems

This is a cross-listed course. Please refer to CIS 110 for the official course outline.

### Calendar Description:

This course covers understanding, application, and advanced skill development in spreadsheets, databases, presentation software, and word-processing, integrated with an introduction to Management Information Systems (MIS). Emphasis is on problem solving and integration of software applications within a MIS context.

Note: Students with credit for CIS 110 cannot take this course for further credit.

Prerequisites (or NONE): None. It is recommended that students are competent in computer skills.

Corequisites (if applicable, or NONE): None.

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

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

Former course code/number:

Cross-listed with: **CIS 110**

Equivalent course(s): **CIS 110**

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

### Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

Department / Program Head or Director: Ian McAskill

Date approved: December 6, 2013

Campus-Wide Consultation (CWC)

Date of posting: January 10, 2014

Faculty Council approval

Date approved: February 7, 2014

Dean/Associate VP: Lucy Lee

Date approved: January 24, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: February 28, 2014

### For Administrative Use Only

Department code:

CIP Code:

Course Level Code:

PDC Code:

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 19 December, 2013

Subject: Major Revisions to Lower-Level Practicum Courses

Course revisions: THEA 199(C-Z) Technical Theatre Practicum; THEA 290(C-Z) Theatre Practice – Small Ensemble; THEA 295(C-Z) Theatre Practice – Large Ensemble; THEA 299(C-Z) Theatre Production Practicum

1. Rationale for change: The department proposes changes to lower-level Theatre practicum courses that are necessary for enrollment management and budgetary reasons. For the purposes of this revision, all four lower-level practicum courses need to be looked at together. The first change is to redistribute the class size maximum for each course to reflect more accurately the enrollment numbers typical for these practicum courses. For every production in its season of theatre, the department assigns a THEA 199, a THEA 299, and either a THEA 290 or a THEA 295. Each one of these practicums represents 0.33 of a full section for the purposes of determining faculty workload. Currently, the class size for all the lower-level practicums is set at 12, for a total of 36 across all three practicums assigned to a single section. However, enrollments are typically around 5-6 for THEA 199 and 299, and 22-24 for THEA 290 and 295. Given this, the department proposes to revise the class size maximums as follows:
  - THEA 199 and THEA 299: from 12 to 6
  - THEA 290 and THEA 295: from 12 to 24

Please note that, taken together, the total enrollments for the three lower-level practicums assigned to a single section still adds up to 36.

The second proposed change is to adjust the credit given for THEA 290 and THEA 295 to 1 credit each. The rationale for this change is budgetary. Currently, THEA 290 and 295 are credit/non-credit practicums provided for students who wish to gain further experience in theatre practice. The department has traditionally offered these courses tuition free in recognition of the extraordinary amount of hard work and commitment students contribute to the department's production season. However, given current budgetary realities, with tuition fees becoming an increasingly important component of how programs are funded, it is no longer tenable for the department to continue this tradition. Changing THEA 290 and THEA 295 to 1 credit means theatre students will now be asked to pay one credit's worth of tuition to help support running the practicum sections. The course hours for the lower-level practicums have been lowered somewhat in relation to the reduction in credit. Please note that many students undertake several THEA 290 and 295 practicums during the time they are students in the program, but only three to six credits from these courses can be used toward meeting program requirements or



electives, depending on the degree program. Consequently, many students accumulate far more 290 and 295 practicums than they will receive credit for. Given this, the net effect of moving to 1 credit for 290 and 295 will likely be neutral, since many students will complete 3 to 6 practicums during their program of studies, and can only use 3 to 6 credits of 290 and 295 toward a degree program anyway.

The final change is to add THEA 199 Technical Theatre as a prerequisite to THEA 299 Theatre Production Practicum. This change ensures students participate in a technical, backstage role early in their program, which supports one of the department's core educational objectives of providing students with well-rounded knowledge and skills in all areas of theatre practice and studies. To build strong, supportive creative teams, students need to develop an awareness of the rigours of backstage, technical support early in their program.

2. Summary of substantive changes:

- THEA 199 and THEA 299 class size revised from 12 to 6
- THEA 290 and THEA 295 class size revised from 12 to 24
- THEA 290 and THEA 295 credit reduced to 1 from 3
- THEA 290 and THEA 295 contact hours reduced to 45 from 60
- THEA 199 added as a prerequisite for THEA 299

3. Budget:

- a. If any of the following items on the OCO have changed, explain how the change will affect the budget for your area or any other area:
- i. Credit value: see rationale above
  - ii. Class size limit: see rationale above
  - iii. Frequency of offering: every semester in Fall and Winter
  - iv. Resources required (labs, equipment): all resources needed for these courses are already available

By asking students to pay 1 credit worth of tuition for THEA 290 and 295, these courses will generate sufficient tuition revenue to make running the practicum sections sustainable, and help to ensure the financial viability of the department's production season.

**From:** [Bruce Kirkley](#)  
**To:** [Rhonda Colwell](#)  
**Cc:** [Samantha Pattridge](#); [Ashley Hoogendoorn](#)  
**Subject:** RE: [CWC] Major Changes: Theatre Lower-Level Practicum Courses THEA 199, THEA 290, THEA 295, THEA 299  
**Date:** Friday, January 10, 2014 4:13:13 PM

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Hi Rhonda,

I don't think the department would have a problem with changing the implementation date to September 2015. I will make this change on the outline prior to forwarding to CACC.

Many thanks,  
Bruce

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**From:** Rhonda Colwell  
**Sent:** January 10, 2014 3:28 PM  
**To:** Bruce Kirkley  
**Cc:** Samantha Pattridge; Ashley Hoogendoorn  
**Subject:** RE: [CWC] Major Changes: Theatre Lower-Level Practicum Courses THEA 199, THEA 290, THEA 295, THEA 299

Hi Bruce,

I am suggesting that you contact Ashley about the Course Revised Implementation Date for THEA 299. I consider the change in prerequisites to be a restriction so I would be uneasy about approving an implementation date of September 2014 for this.

Thanks,  
Rhonda

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**From:** cwconsult-bounces@ufv.ca [mailto:cwconsult-bounces@ufv.ca] **On Behalf Of** Bruce Kirkley  
**Sent:** Thursday, December 19, 2013 4:16 PM  
**To:** cwconsult  
**Subject:** [CWC] Major Changes: Theatre Lower-Level Practicum Courses THEA 199, THEA 290, THEA 295, THEA 299

Attached please find the memo and course outlines showing tracked changes for major changes to the lower-level practicum courses.

Thanks,  
Bruce

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

Join us for [UFV Theatre's 2013/2014 Season](#)  
Tickets at 604.795.2814 or [theatre@ufv.ca](mailto:theatre@ufv.ca)



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

COURSE IMPLEMENTATION DATE: September 2012  
 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 199 [C-Z]                                                                                                            | THEATRE            | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT | UFV CREDITS |
| Technical Theatre Practicum                                                                                               |                    |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                    |             |

**CALENDAR DESCRIPTION:**

This course introduces students to the practice and techniques of technical theatre through backstage participation in a UFV Theatre production.

This course will be offered under different letter designations (e.g. C-Z) representing different productions. Each production represents a unique project in which students will be assigned specific production roles. The course may be repeated for credit provided the letter designation and the production roles differ.

PREREQUISITES: None. Admission only by department permission.

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 minimum

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | _____     | Hrs |
| Seminar:                   | <u>5</u>  | Hrs |
| Laboratory:                | <u>10</u> | Hrs |
| Field experience:          | _____     | Hrs |
| Student directed learning: | _____     | Hrs |
| Other (specify): Studio    | <u>45</u> | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 6

Expected frequency of course offerings: fall/winter semesters  
 (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>Ian Fenwick (Revised Bruce Kirkley)</u> |                                           |
| Department Head: <u>Bruce Kirkley</u>                          | Date approved: <u>December 2013</u>       |
| Campus-Wide Consultation (CWC)                                 | Date of meeting: <u>December 27, 2013</u> |
| Curriculum Committee chair: <u>Amanda McCormick</u>            | Date approved: <u>February 14, 2014</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                     | Date approved: <u>February 14, 2014</u>   |
| Undergraduate Education Committee (UEC) approval               | Date of meeting: <u>February 28, 2014</u> |

**THEA 199[C-Z]  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- describe the roles and responsibilities of the technical crew in a theatre production
- demonstrate competence in executing the tasks for a particular area of technical theatre production (i.e. set, prop, or costume construction; stage lighting; sound production; backstage crew; etc)
- work competently as part of a production team
- manage schedules effectively to meet tight production deadlines
- demonstrate the ability to communicate clearly and behave professionally
- employ effective strategies for problem-solving
- employ safe practices in executing the tasks for their particular roles in a theatre production
- follow proper safety and security procedures for live theatre production

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

Participation in backstage production process. Depending on a student's role in the production, this participation may include: production and design meetings, technical workshops, set and prop construction, costume construction, make-up workshops, stage lighting sessions, sound production sessions, safety workshops, rehearsals, and 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): Since this is a process based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Script for the show being produced (varies); Course pack including backstage job description, production etiquette guidelines, safety and security guidelines, student success guidelines; Course pack including design concepts and selected readings related to the play in production.

**SUPPLIES / MATERIALS:**

Varies depending on student's specific role in the production, but could include: "blacks" for backstage running crew, workshop clothing for set or prop construction and painting, sketchbook for construction plans, etc.

**STUDENT EVALUATION:**

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

30% Journal

20% Production Documents

30% Primary Project and Report

20% Participation (includes completion of practicum hours; demonstration of teamwork, reliability and professionalism)

**COURSE CONTENT:**

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

Depending on a student's role in the production, she or he will contribute a minimum of 60 hours participating in all or part of the following four phases of the production process:

1. Pre-production (3-4 weeks): research, design, production organization, etc.
2. Production Preparation (7-8 weeks): production meetings; rehearsals; set, costume, and prop construction; sound and lighting workshops and sessions; make-up workshops; safety and security workshops; etc.
3. Performance Run (2-3 weeks): participation in backstage operations during the performance run.
4. Post-production (1 week): reflection on what was learned; recommendations for future improvement.



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

COURSE IMPLEMENTATION DATE: September 2012  
 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 290 [C-Z]                                                                                                            | THEATRE                           | 1          |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                | UFV CREDIT |
|                                                                                                                           | Theatre Practice – Small Ensemble |            |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                   |            |

**CALENDAR DESCRIPTION:**

This practicum allows students to develop further experience in live theatre production through participation in a small to medium ensemble production as part of the UFV Theatre season.

This course will be offered under different letter designations (e.g. C-Z) representing different productions. Each production represents a unique project in which students will be assigned specific production roles. The course may be repeated for credit provided the letter designation and the production roles differ.

PREREQUISITES: None. Admission only by department permission.

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 minimum

**STRUCTURE OF HOURS:**

|                            |            |     |
|----------------------------|------------|-----|
| Lectures:                  | _____      | Hrs |
| Seminar:                   | <u>5</u>   | Hrs |
| Laboratory:                | <u>10</u>  | Hrs |
| Field experience:          | _____      | Hrs |
| Student directed learning: | _____      | Hrs |
| Other (specify): Studio    | <u>30+</u> | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: fall/winter semesters  
 (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>December 2012</u>       |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>December 27, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>February 14, 2014</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>February 14, 2014</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 290 [C-Z]  
COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- demonstrate competence in executing the tasks required for their role in the production
- work competently as part of a small to medium sized ensemble and/or production team
- manage schedules effectively to meet tight production deadlines
- demonstrate the ability to communicate clearly and behave professionally
- employ effective strategies for problem-solving
- use feedback and critique effectively throughout the production process
- follow proper safety and security procedures for live theatre production

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

Participation in the theatre production process. Depending on a student's role in the production, this participation may include: production and design meetings; technical workshops; set, prop, and costume construction; stage lighting sessions; sound production sessions; workshops for voice, dance, singing, fight choreography, etc; costume fittings; costume parades; safety workshops; rehearsals; performances; audience talkback sessions; etc.

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

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

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Since this is a process based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Script for the show being produced (varies); Course pack including job description, production etiquette guidelines, safety and security guidelines, student success guidelines; Course pack including design concepts and selected readings related to the play in production.

**SUPPLIES / MATERIALS:**

Varies depending on student's specific role in the production, but could include: "blacks" for backstage running crew, workshop clothing for set or prop construction and painting, sketchbook for construction plans, exercise mats and water bottles for actors, etc.

**STUDENT EVALUATION:**

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

This is a credit/no credit course designed to provide students with opportunities to develop further experience in live theatre production. Evaluation will be based on:

- Primary Project (i.e. acting performance, assistant stage management, technical crew, etc.)
- Completion of practicum hours required (45 minimum)
- Attendance at all required meetings, workshops, rehearsals, and performances
- Competent execution of all required tasks and responsibilities
- Demonstration of professionalism and good teamwork

**COURSE CONTENT:**

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

Depending on a student's role in the production, she or he will contribute a minimum of 60 hours participating in all or part of the following four phases of the production process:

1. Pre-production (3-4 weeks): research, design, production organization, etc.
2. Production Preparation (7-8 weeks): production meetings; rehearsals; set, costume, and prop construction; sound and lighting workshops and sessions; make-up workshops; safety and security workshops; etc.
3. Performance Run (2-3 weeks): participation in backstage operations during the performance run.
4. Post-production (1 week): reflection on what was learned; recommendations for future improvement.



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

COURSE IMPLEMENTATION DATE: September 2012  
 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 295 [C-Z]                                                                                                            | THEATRE                           | 1          |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT                | UFV CREDIT |
|                                                                                                                           | Theatre Practice – Large Ensemble |            |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                                   |            |

**CALENDAR DESCRIPTION:**

This practicum allows students to develop further experience in live theatre production through participation in a large ensemble production, such as a Shakespeare play or a musical, as part of the UFV Theatre season.

This course will be offered under different letter designations (e.g. C-Z) representing different productions. Each production represents a unique project in which students will be assigned specific production roles. The course may be repeated for credit provided the letter designation and the production roles differ.

PREREQUISITES: None. Admission only by department permission.

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 minimum

**STRUCTURE OF HOURS:**

|                            |            |     |
|----------------------------|------------|-----|
| Lectures:                  | _____      | Hrs |
| Seminar:                   | <u>5</u>   | Hrs |
| Laboratory:                | <u>10</u>  | Hrs |
| Field experience:          | _____      | Hrs |
| Student directed learning: | _____      | Hrs |
| Other (specify): Studio    | <u>30+</u> | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 24

Expected frequency of course offerings: fall/winter semesters  
 (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>December 2013</u>       |
| Department Head: <u>Bruce Kirkley</u>               | Date of meeting: <u>December 27, 2013</u> |
| Campus-Wide Consultation (CWC)                      | Date approved: <u>February 14, 2014</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u> | Date approved: <u>February 14, 2014</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>          | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval    |                                           |

**THEA 295 [C-Z]**  
**COURSE NAME/NUMBER**

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

**LEARNING OUTCOMES:**

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

- demonstrate competence in executing the tasks required for their role in the production
- work competently as part of a large ensemble and/or production team
- coordinate schedules effectively with a large production team to meet tight production deadlines
- demonstrate the ability to communicate clearly and behave professionally as part of a large ensemble
- employ effective strategies for problem-solving as part of a larger team
- use and give feedback and critique effectively and appropriately throughout the production process
- follow proper safety and security procedures for live theatre production

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

Participation in the theatre production process. Depending on a student's role in the production, this participation may include: production and design meetings; technical workshops; set, prop, and costume construction; stage lighting sessions; sound production sessions; workshops for voice, dance, singing, fight choreography, etc; costume fittings; costume parades; safety workshops; rehearsals; performances; audience talkback sessions; etc.

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

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

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Since this is a process based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Script for the show being produced (varies); Course pack including job description, production etiquette guidelines, safety and security guidelines, student success guidelines; Course pack including design concepts and selected readings related to the play in production.

**SUPPLIES / MATERIALS:**

Varies depending on student's specific role in the production, but could include: "blacks" for backstage running crew, workshop clothing for set or prop construction and painting, sketchbook for construction plans, exercise mats and water bottles for actors, etc.

**STUDENT EVALUATION:**

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

This is a credit/no credit practicum designed to provide students with opportunities to develop further experience in live theatre production. Evaluation will be based on:

- Primary Project (i.e. acting performance, assistant stage management, technical crew, etc.)
- Completion of practicum hours required (45 minimum)
- Attendance at all required meetings, workshops, rehearsals, and performances
- Competent execution of all required tasks and responsibilities
- Demonstration of professionalism and good teamwork

**COURSE CONTENT:**

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

Depending on a student's role in the production, she or he will contribute a minimum of 60 hours participating in all or part of the following four phases of the production process:

1. Pre-production (3-4 weeks): research, design, production organization, etc.
2. Production Preparation (7-8 weeks): production meetings; rehearsals; set, costume, and prop construction; sound and lighting workshops and sessions; make-up workshops; safety and security workshops; etc.
3. Performance Run (2-3 weeks): participation in backstage operations during the performance run.
4. Post-production (1 week): reflection on what was learned; recommendations for future improvement.





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

COURSE IMPLEMENTATION DATE: September 2012  
 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 299 [C-Z]                                                                                                            | THEATRE                      | 3           |
| COURSE NAME/NUMBER                                                                                                        | FACULTY/DEPARTMENT           | UFV CREDITS |
|                                                                                                                           | Theatre Production Practicum |             |
| COURSE DESCRIPTIVE TITLE                                                                                                  |                              |             |

**CALENDAR DESCRIPTION:**

This practicum allows students to develop their skills in the practice and techniques of theatre through participation in a UFV Theatre production.

This course will be offered under different letter designations (e.g. C-Z) representing different productions. Each production represents a unique project in which students will be assigned specific production roles. The course may be repeated for credit provided the letter designation and the production roles differ.

PREREQUISITES: None. Admission only by department permission. Note: As of September 2015, prerequisites will change to the following: THEA 199. Admission only by department permission.

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 minimum

**STRUCTURE OF HOURS:**

|                            |           |     |
|----------------------------|-----------|-----|
| Lectures:                  | _____     | Hrs |
| Seminar:                   | <u>5</u>  | Hrs |
| Laboratory:                | <u>10</u> | Hrs |
| Field experience:          | _____     | Hrs |
| Student directed learning: | _____     | Hrs |
| Other (specify): Studio    | <u>45</u> | Hrs |

**TRAINING DAY-BASED INSTRUCTION:**

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

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

**OTHER:**

Maximum enrolment: 6

Expected frequency of course offerings: fall/winter semesters  
 (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>Ian Fenwick (Revised Bruce Kirkley)</u> | Date approved: <u>December 2013</u>       |
| Department Head: <u>Bruce Kirkley</u>                          | Date of meeting: <u>December 13, 2013</u> |
| Campus-Wide Consultation (CWC)                                 | Date approved: <u>February 14, 2014</u>   |
| Curriculum Committee chair: <u>Amanda McCormick</u>            | Date approved: <u>February 14, 2014</u>   |
| Dean/Associate VP: <u>Jacqueline Nolte</u>                     | Date of meeting: <u>February 28, 2014</u> |
| Undergraduate Education Committee (UEC) approval               |                                           |

**THEA 299[C-Z]  
COURSE NAME/NUMBER****OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)****LEARNING OUTCOMES:**

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

- describe the process for creating and running a theatre production, from first auditions and production meetings through to the final set strike
- demonstrate competence in executing the tasks required for their particular roles in a production
- work effectively as part of an ensemble and/or production team
- communicate clearly and behave professionally in rehearsal and performance settings
- employ effective strategies for problem-solving in the development and performance of a theatre production
- identify and investigate appropriate research resources for their roles in the production (i.e. electronic and print sources, interviews, visual and film materials)
- document research findings in written work (i.e. project reports, journals, post-production documents)
- synthesize and incorporate critique effectively throughout the rehearsal and performance process
- follow proper safety and security procedures for live theatre production

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

Participation in the theatre performance process. Depending on a student's role in the production, this participation may include: rehearsals; production meetings; workshops for voice, dance, singing, fight choreography, make-up, etc; costume fittings; costume parades; safety and security workshops; performances; audience talkback sessions; etc.

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

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

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): Since this is a process based practicum course, credit can only be evaluated and awarded based on a student's actual participation in the process.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Script for the show being produced (varies); Course pack including job description, production etiquette guidelines, safety and security guidelines, student success guidelines; Course pack including design concepts and selected readings related to the play in production.

**SUPPLIES / MATERIALS:**

Varies depending on a student's specific role in the production and the unique requirements of specific plays, but could include: exercise mats and water bottles for actors; "blacks" for stage management crew.

**STUDENT EVALUATION:**

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

20% Journal  
 20% GOTE Sheet and Script Analysis (actors); Production Documents (production crew)  
 30% Primary Project and Report  
 10% Reflection or Self-Critique  
 20% Participation (includes completion of practicum hours; demonstration of teamwork, reliability, and professionalism)

**COURSE CONTENT:**

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

Depending on a student's role in the production, she or he will contribute a minimum of 60 hours participating in all or part of the following four phases of the production process:

1. Pre-production (3-4 weeks): research, production organization, auditions, etc.
2. Production Preparation (7-8 weeks): rehearsals; production meetings; workshops for voice, dance, singing, fight choreography, make-up, etc; costume parades; safety and security workshops; etc.
3. Performance Run (2-3 weeks): participation in the run of the performance, including audience talkback sessions.
4. Post-production (1 week): reflection on what was learned; recommendations for future improvement.

**Memo**

To: CWC, CACC, UEC

From: Bruce Kirkley, Department Head, Theatre

Date: 19 December, 2013

Subject: Major Changes: Theatre Diploma

1. Rationale for change: The Theatre department proposes changes to the Theatre Diploma, in keeping with one of the key recommendations from our 2012 program review, which was to revise the structure of the Theatre Diploma by grouping courses into creative practice and theatre studies categories in order to give students more options. In addition, the department needs to revise the entrance requirements for the diploma to accommodate recent changes to the lower-level acting courses THEA 111 and THEA 112 which (among other things) will allow students to audition for entry into 112, without having to take 111 as a prerequisite (these changes were recently approved at UEC).

The diploma was originally established as a two-year transfer program. The proposed restructuring will retain this function and still allow students to ladder into a BA or BFA program by selecting electives to meet the breadth requirements for these degrees. However, the restructuring will also give students who have a strong interest in theatre the opportunity to pursue a “stand-alone” two year diploma with a strong focus on theatre. In addition, the restructuring will allow more options for students to choose courses oriented toward technical theatre, or acting, or theatre studies, depending on their interests. The restructuring does not require any new courses or resources, since it simply reorganizes the requirements to allow students more paths through the program.

2. Summary of substantive changes (in the order they appear in the calendar copy):
  - Calendar description revised;
  - Entrance requirements changed to provide option of direct admission to THEA 112;
  - Fees and additional costs revised to take into account higher costs for text books and other materials;
  - Location, Classroom Expectations and Part-time Studies sections cleaned up;
  - Academic Warning section revised to include note on Theatre practicum courses not being allowed for students on academic warning;
  - Graduation and other details revised to reflect current UFV procedures and calendar format;
  - Program requirements revised to group courses into categories of Theatre Practice (15 credits), Theatre Studies (12 credits), Writing Requirement (3 credits), Theatre Electives (12 credits), General Electives (18 credits);

- Options for meeting the Theatre Practice requirement expanded so that students can focus on acting or on technical theatre;
- Course numbers and titles revised in accordance with recent course revisions (specifically, THEA 111, 112, 203, 204);
- CMNS 155 added as an option for meeting the Writing Requirement, along with ENGL 105;
- Option added for students with an A in English 12, etc., to replace ENGL 105 with any ENGL course numbered 108 or higher (as per current practice in the BA and BFA);
- ENGL 233 and 234 added to the list of excluded electives (in notes for electives, final bullet) since these are cross-listed with the required theatre studies courses THEA 203 and 204;
- Theatre Practica section revised for clarity.

3. Budget and Learning outcome Issues

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

The department has reviewed the course and program learning outcomes to ensure the diploma aligns with institutional learning outcomes at a level appropriate to a two-year lower-level diploma program (see attached alignment grid).

b. What are the budget implications of the program change?

Since this program change simply reorganizes requirements to allow students more paths through the diploma program, and uses existing courses and resources already available for the diploma, there are no new or additional costs.

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

The two-year diploma program will appeal to those Aboriginal learners who may be looking for an introductory level post-secondary program. Through its Storytelling course and hosting of special events and play readings in partnership with the Sto:lo Nation and Sto:lo Research and Resource Management Centre, the department seeks to develop awareness of Indigenous culture and issues, and open doorways to postsecondary education for Aboriginal communities.

d. Are field trips required? How are the trips funded?

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

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

Textbooks and materials for this course generally cost around \$100-200.

**From:** [Bruce Kirkley](#)  
**To:** [Rhonda Colwell](#); [cwconsult](#)  
**Cc:** [Samantha Pattridge](#); [Ashley Hoogendoorn](#)  
**Subject:** RE: [CWC] Major Change: Theatre Diploma Program  
**Date:** Wednesday, January 29, 2014 4:13:57 PM

---

Hi Rhonda,

Many thanks for your feedback on the Theatre Diploma revision. I have provided my responses in **brown font** below, and revised the calendar copy for the diploma accordingly.

All the best,  
Bruce

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

Join us for [UFV Theatre's 2013/2014 Season](#)  
Tickets at 604.795.2814 or [theatre@ufv.ca](mailto:theatre@ufv.ca)



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**From:** Rhonda Colwell  
**Sent:** Friday, January 10, 2014 3:10 PM  
**To:** Bruce Kirkley; [cwconsult](#)  
**Cc:** [Samantha Pattridge](#); [Ashley Hoogendoorn](#)  
**Subject:** RE: [CWC] Major Change: Theatre Diploma Program

Hi Bruce,

I have noticed a few small things I would like to suggest changes to, as follows:

In the Calendar copy, you reference "academic advisor" several times. Do you want to be more specific and state "an Arts advisor" as the Arts Advice Centre is now approving the graduation requests for this program? **Good suggestion – done.**

Under the Part-time students section, the final sentence states: "Part-time students wanting to complete the Theatre diploma program should consult the calendar or meet with an academic advisor to ensure they are taking the right courses in the right sequence." I am suggesting this be re-worded to: "Part-time students wanting to complete the Theatre Arts diploma should consult the calendar or meet with an academic advisor to ensure they are completing the appropriate courses in the correct sequence." **Makes sense – done.**

Under the Graduation section, the fourth sentence states: “Diploma candidates who qualify to receive a UFV Theatre Arts diploma must be approved by the UFV Arts division and the Senate.” I am suggesting this be re-worded to: “Diploma candidates who qualify to receive a UFV Theatre Arts diploma must be approved by the Arts Advice Centre and the Senate.”

**Done.** Please note that I've also revised the name of the degree program to Theatre diploma (not Theatre Arts diploma), and have corrected this throughout the document.

For the BA Writing Requirement, the final version pertaining to the English 12 grade is not exactly as you have it represented. Do you want to change this to follow what the BA ended up with? If yes, this is how the BA section has it: “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.”

Currently, BC students do not have a choice to write the provincial exam for English 12 – it is still required for their graduation. **Revised as suggested.**

Does the sample program outline need to be included? The program requirements are listed first so this seems redundant to me. Or do you want to keep it there to give Theatre students an indication of when these courses will be offered/should be completed? **I think we would like to keep the sample program outline, since it gives students a useful guideline for how to plan their program of studies.**

Thanks,  
Rhonda

---

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Bruce Kirkley

**Sent:** Thursday, December 19, 2013 4:08 PM

**To:** cwconsult

**Subject:** [CWC] Major Change: Theatre Diploma Program

Attached please find the memo, calendar copy with track changes, and learning outcome alignment grid for major changes to the Theatre Diploma program.

Many thanks,  
Bruce

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

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## Theatre

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

### ~~Theatre Arts diploma~~ Theatre diploma

UFV offers a two-year, 60 credit program (~~including practical skill development courses and university-level courses~~) leading to a diploma in theatre. ~~The program prepares students for a life-long enjoyment of the theatre.~~ Graduates are qualified to seek entry into professional training schools, or to transfer to university degree programs, ~~or pursue involvement in community theatre.~~ Exceptional students may be qualified-ready to seek professional work upon graduation. The program also gives students an enriched appreciation of theatre and enhanced skills for involvement in theatre.

## Transfer

The majority of courses in the Theatre Arts diploma program are transferable. Consult the B.C. Provincial Transfer Guide at [bctransferguide.ca](http://bctransferguide.ca) for details. Students who plan to continue their education at another post-secondary institution should make themselves fully aware of its requirements, particularly when choosing electives. Consult the ~~program head, this~~ calendar, the B.C. Provincial Transfer Guide, and a UFV ~~education academic advisor~~ Arts advisor for advice.

## Entrance requirements

1. B.C. Secondary school graduation or equivalent, or 19 years of age or older before the first day of classes ~~begin~~.
2. Applicants with previous training in acting may audition for direct admission to THEA 112 Essentials of Acting. Applicants with no training in acting should enroll in THEA 111 Introduction to Acting.
3. Students with university-level credit must have a grade point average of 2.0 on all credits attempted. Transcripts must be submitted to substantiate this.
- ~~3.4.~~ Applicants must satisfy the English language proficiency requirement. For details on how this requirement may be met, see [English language proficiency requirement](#) in the Admissions section of the calendar.

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

## When to apply

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

## How to apply

1. Submit the application fee along with your UFV application for admission form to the Office of the Registrar (OReg). You can apply online or download an application form at



[ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply). Application forms are also available from any OReg 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. Students who have attended a post-secondary institution must submit an official transcript (sealed envelope) for each institution attended, whether or not they have completed courses there. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. To retain your original application date, order early so transcripts arrive within two weeks of the date your application is mailed or submitted.

~~3. For students planning to audition for direct admission to [acting at an advanced level \(THEA 112 Essentials of Acting\)](#), when your application has been processed by the Office of the Registrar, you will receive information on audition dates, and a copy of the audition guidelines. These guidelines are also available on the Theatre website. [Auditions will be held in May for the Fall intake only.](#) Applicants who reside outside the Lower Mainland area should contact the Theatre department assistant for alternate arrangements.~~

~~34.~~ 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 course fees is due the end of the second week of classes.

If you meet all of the entrance requirements, but the program is full, you will be given an opportunity to register in the Arts Studies program path. Should a space become available at a later date, you will be contacted.

~~45.~~ 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 are due the beginning of 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.

Students auditioning for direct admission to THEA 112 Essentials of Acting will be assessed on their ability to do the following:

- Demonstrate self-aware physical and vocal presentation skills;
- Listen and observe effectively when performing;

- Use role-play and dramatic enactment to explore life experiences;
- Respond to critique constructively;
- Collaborate with others as part of a creative team

### **Part-time students**

Students who attend UFV part-time, or who are enrolled in other programs, may take any available theatre course for which they have the prerequisites. Part-time students wanting to complete the Theatre diploma program should consult the calendar or meet with an academic advisorArts advisor to ensure they are taking the right courses in the right sequencecompleting the appropriate courses in the correct sequence.

### **Fees and additional costs**

See the Fees and Other Costs section for more information. Books and additional supplies cost approximately \$100-~~150~~ 200 per course. Additional costs may include theatre tours, workshop fees, art supplies, makeup, exercise mats, and suitable acting-class clothing.

### **Location**

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

### **Workload and classroom expectations**

Most theatre courses meet for three to six hours each week and require approximately twice that time out of class for study and preparation. Theatre practicum courses require from 60 to 200 total hours spread over approximately 10 weeks. Students must have flexibility in their schedules to accommodate the varied time demands of the practicum courses. Rehearsals are usually scheduled on Monday, Wednesday, and Thursday evenings and on weekends (usually Sunday afternoon or evening).

There is a definite need to learn to balance time and workload in order to succeed in the program.

### **Dates and locations**

The normal academic year is from September to the end of April. Admission for the program is for the fall semester. Students wishing to start in January may do so by taking any course for which they have the stated prerequisites and then applying for the following September. However, they should be aware that because of timetabling and sequencing of courses they can expect to spend 2.5 years to complete the program.

It is possible to earn credits by participating in the external study tours. Contact the program head.

~~The Theatre department is based in Chilliwack, with facilities on both the Yale Road and CEP campus locations. Most classes are held at CEP and most activities related to practica are carried out in the department's theatre facility on Yale Road. Some courses each year are also offered in Abbotsford.~~

### **~~Part-time students~~**

~~Part-time students may enrol in any available theatre course at any time convenient to them, provided they meet the stated prerequisites. Part-time students wanting to complete the Theatre program should consult with the program head as early as possible in order to ensure they are taking the right courses in the right sequence.~~

### **Standing required for continuance**

~~Students~~ Theatre diploma students must maintain a 2.0 cumulative grade point average (CGPA).

### **Academic warning**

Students whose grades fall below a 2.0 CGPA will be placed on Academic Warning for the next semester. A student on Academic Warning may not register in Theatre practicum courses or in a course overload. Students who achieve a semester grade point average of 2.0 will continue on Academic Warning until the CGPA equals or exceeds 2.0

### **Required to withdraw**

Students who do not achieve a minimum semester grade point average of 2.0 while on Academic Warning will be withdrawn from the Theatre program. A student who has been required to withdraw may continue to take courses as an Arts Studies student.

### **Readmission to the program**

To be readmitted to the ~~Theatre Arts diploma~~ Theatre diploma, you must complete nine university-level credits (can be duplicate courses), with a minimum 2.0 CGPA. Once these criteria are met, you may apply for readmission at the Office of the Registrar. When readmitted, you will remain on Academic Warning until your overall CGPA is 2.0.

### **Graduation**

A cumulative grade point average of 2.0 is required in order to receive a diploma.

It is the student's responsibility to ensure all program requirements are met. This should be done by-through regular consultation with the ~~Theatre department head~~ academic advisor Arts advisor for Theatre.

Diploma candidates who qualify to receive a UFV ~~Theatre Arts diploma~~ Theatre diploma must be approved by the ~~UFV Arts~~ Arts Advice Centre ~~division~~ and the Senate.

Students must apply for graduation by completing a Request to Graduate form available at the Office of the Registrar. We recommend this be done in the first month of the graduating semester. The final deadline for submissions is April 1, with all program requirements completed by April 30 for students wishing to attend the June convocation ceremony.

**Program requirements**

~~A cumulative grade point average of 2.0 is required in order to receive a diploma.~~

~~Students are required to attend an interview with the program head either prior to registration or during the first week of the first semester. Additional interviews will be scheduled to monitor individual student progress.~~

~~Acting roles in the practicum sections are obtained through audition.~~

~~Theatre students are strongly encouraged to take a high school and/or university level language course.~~

~~Students are not required but are encouraged to take a selected reasoning course, PHIL 100 or STAT 104.~~

**Program requirements**

~~Required courses~~ **Theatre Practice requirements: 36-15 credits**

| Course                 | Title                                                                       | Credits      |
|------------------------|-----------------------------------------------------------------------------|--------------|
| <del>THEA 101</del>    | <del>Introduction to Theatre</del>                                          | <del>3</del> |
| THEA 111               | <u>Introduction to Acting I</u>                                             | 3            |
| <del>OR</del> THEA 112 | <u>Essentials of Acting II</u>                                              | 3            |
| THEA 121               | Introduction to Technical Theatre                                           | 3            |
| THEA 123               | Introduction to Technical Theatre II                                        | 3            |
| THEA 199               | Technical Theatre Practicum                                                 | 3            |
| <del>THEA 201</del>    | <del>History of Theatre — Major Trends and Issues of the 20th Century</del> |              |
| <del>or</del> THEA 202 | <u>History of Theatre — Major Trends and Issues to the 19th Century</u>     | 3            |
| THEA 211               | Acting III                                                                  | 3            |
| THEA 212               | Acting IV                                                                   | 3            |
| THEA 299               | Theatre Production Practicum                                                | 3            |
| ENGL 105               | <del>Academic Writing</del>                                                 | <del>3</del> |
| ENGL 130               | Introduction to Modern Drama                                                | 3            |

**Theatre and Drama Studies requirements: 12 credits**

| <u>Course</u>   | <u>Title</u>                                           | <u>Credits</u> |
|-----------------|--------------------------------------------------------|----------------|
| <u>THEA 101</u> | <u>Introduction to Theatre</u>                         | <u>3</u>       |
| <u>THEA 203</u> | <u>History of Theatre and Drama: Antiquity to 1642</u> | <u>3</u>       |
| <u>THEA 204</u> | <u>History of Theatre and Drama: 1642 to 1914</u>      | <u>3</u>       |
| <u>ENGL 130</u> | <u>Introduction to <del>Modern</del> Drama</u>         | <u>3</u>       |

**Writing requirement: 3 credits**

| <u>Course</u>                        | <u>Title</u>                                                | <u>Credits</u> |
|--------------------------------------|-------------------------------------------------------------|----------------|
| <u>ENGL 105</u><br><u>(see Note)</u> | <u>Academic Writing</u>                                     | <u>3</u>       |
| <u>OR CMNS</u><br><u>155</u>         | <u>Introduction to Workplace and Academic Communication</u> | <u>3</u>       |

Note: Students who ~~received~~ enter the Theatre diploma program with a grade of ~~an~~ A in English 12 (or an equivalent course), ~~ENGL 091~~, or a grade of A in ENGL 099, or a grade of A in English 091, may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

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. ~~The following courses are considered equivalent to English 12: English Literature 12, English 12 First Peoples, International Baccalaureate English A (standard level or higher level), and Advanced Placement English.~~

When a provincial exam is written for English 12, UFV's policy is to use the higher of the school grade or the blended final grade.

**Elective ~~courses~~ requirements: ~~30~~24 credits**

126 credits chosen from:

- THEA 112 (Essentials of Acting), ~~Additional lower-level Theatre credits~~THEA 211 (Acting III), THEA 215 (Voice and Body I), THEA 220 (Stage Management), THEA 250 (Storytelling), THEA 199, THEA 299
- Notes:
  - THEA 112 may not be counted as an elective if used it to satisfy the Theatre Practice Requirement
  - Students interested in Acting should register in THEA 211 and 215
  - Students interested in Technical Theatre should register in THEA 220 and in an additional practicum course (THEA 199 or THEA 299)

- o Students may repeat THEA 199 and THEA 299 for credit, provided the letter designation and production role differ.

12 credits chosen from:

- Subject areas other than Theatre
- At least 3~~three~~ of these credits must be chosen from a creative arts discipline: Art History, Fashion Design, Film Studies, Graphic Design, Media and Communication Studies, or any lower-level English course designated as Creative Writing

6 credits chosen from:

- Any subject area including Theatre

- All elective credits must be university level.
- Students planning to ~~“ladder”~~use the diploma to transfer into a Bachelor of Arts, Bachelor of Fine Arts, or other Theatre minor or extended minor program should consult the calendar or meet with an academic advisor ~~Arts advisor to plan their~~ ensure they select electives ~~carefully to that~~ meet the requirements of the Bachelor of Arts BA, BFA, or other program.
- ~~At least three elective credits are required from each of Option 1, Option 2, or Option 3 below.~~
- ~~At least three arts e~~lective credits must be from a subject area other than Theatre, and chosen from courses other than English ENGL 105, or 130, 233 and 234.

**Sample program outline**

**First year**

**Semester I**

| Course   | Title                                                                                      | Credits |
|----------|--------------------------------------------------------------------------------------------|---------|
| THEA 101 | Introduction to Theatre                                                                    | 3       |
| THEA 111 | <u>Introduction to Acting I</u> <del>(Theatre lower-level elective)</del>                  | 3       |
| THEA 121 | Introduction to Technical Theatre I                                                        | 3       |
| ENGL 105 | Academic Writing                                                                           | 3       |
| Elective | <u>Choose from Option 1, 2, or 3 (see Note)</u> <del>Subject area other than Theatre</del> | 3       |
| Total    |                                                                                            | 15      |

**Semester II**

| Course                 | Title                                                                       | Credits      |
|------------------------|-----------------------------------------------------------------------------|--------------|
| <del>THEA 201</del>    | <del>History of Theatre — Major Trends and Issues of the 20th century</del> |              |
| <del>or THEA 202</del> | <del>History of Theatre — Major Trends and Issues to the 19th century</del> | <del>3</del> |
| THEA 112               | <u>Essentials of Acting II</u>                                              | 3            |

|                 |                                                                                   |          |
|-----------------|-----------------------------------------------------------------------------------|----------|
| THEA 123        | Introduction to Technical Theatre II                                              | 3        |
| <u>THEA 199</u> | <u>Technical Theatre Practicum</u>                                                | <u>3</u> |
| ENGL 130        | Introduction to <del>Modern</del> Drama                                           | 3        |
| Elective        | <del>Choose from Option 1, 2, or 3 (see Note)</del> <u>Creative Arts Elective</u> | 3        |
| Total           |                                                                                   | 15       |

~~Note: Students are strongly recommended to complete one theatre practicum (THEA 199 or 299), and at least three elective credits in either the Social Sciences or Sciences during their first year of the Theatre Arts diploma.~~

## **Second year**

### **Semester III**

| Course                 | Title                                                                                   | Credits  |
|------------------------|-----------------------------------------------------------------------------------------|----------|
| <u>THEA 203</u>        | <u>History of Theatre and Drama: Antiquity to 1642</u>                                  | <u>3</u> |
| THEA 211               | Acting III                                                                              | <u>3</u> |
| <u>or THEA 220</u>     | <u>Stage Management for Live Events (if focusing on technical theatre)</u>              | <u>3</u> |
| <del>THEA 199</del>    | <del>Technical Theatre Practicum (if not taken in first year)</del>                     | <u>3</u> |
| <del>or THEA 299</del> | <del>Theatre Production Practicum (if not taken in first year)</del>                    | 3        |
| Elective               | <del>Choose from Option 1, 2, or 3 (see Note)</del> <u>Theatre lower-level elective</u> | 3        |
| Elective               | <del>Choose from Option 1, 2, or 3</del> <u>Subject area other than Theatre</u>         | 3        |
| <del>Elective</del>    | <del>Choose from Option 1, 2, or 3</del>                                                | <u>3</u> |
| Total                  |                                                                                         | 15       |

~~Note: ENGL 211, ENGL 230, or ENGL 231 are strongly recommended.~~

### **Semester IV**

| Course                         | Title                                                                                                     | Credits  |
|--------------------------------|-----------------------------------------------------------------------------------------------------------|----------|
| <u>THEA 204</u>                | <u>History of Theatre and Drama: 1642 to 1914</u>                                                         | <u>3</u> |
| THEA <del>212</del> <u>215</u> | <del>Acting IV</del> <u>Voice and Body I</u>                                                              | <u>3</u> |
| <u>or THEA 199</u>             | <u>Technical Theatre Practicum (if <del>not taken in first year</del> focusing on technical theatre)</u>  | <u>3</u> |
| <u>or THEA 299</u>             | <u>Theatre Production Practicum (if <del>not taken in first year</del> focusing on technical theatre)</u> | 3        |
| Elective                       | <del>Choose from Option 1, 2, or 3 (see Note 1)</del> <u>Subject area other than Theatre</u>              | 3        |

|           |                                                                                          |                  |
|-----------|------------------------------------------------------------------------------------------|------------------|
| Elective* | <del>Choose from Option 1, 2, or 3 (see Note 2)</del> Any subject area including Theatre | 3                |
| Elective* | Choose from Option 1, 2, or 3Any subject area including Theatre                          | 3                |
| Total     |                                                                                          | 15 <del>16</del> |

~~Note 1: THEA 201 or 202 are strongly recommended if not taken already.~~

~~Note 2: \*~~Students may take an upper-level theatre course, provided they have met the necessary prerequisites.

### **Electives**

~~Must be university level. Students are strongly encouraged, but not required, to take a selected reasoning course chosen from PHIL 100 or STAT 104.~~

#### **Option 1: Social Science electives**

- Anthropology
- Criminology (please contact the Arts advisor for details regarding acceptable Criminology electives)
- Economics
- Geography (except those listed under the Science elective category under Option 2)
- Latin American Studies
- Media and Communication Studies
- Political Science
- Psychology
- Sociology

#### **Option 2: Science electives**

- Biology (100 level or higher)
- Chemistry (100 level or higher)
- Computing Science
- Geography 101, 102, 201, 202
- Kinesiology and Physical Education 163 or 170
- Physics (100 level or higher)
- Psychology 202

#### **Option 3: Arts electives**

- Art History
- English
- Film
- History
- Languages
- Mathematics



- Philosophy
- Religious Studies
- Theatre
- Visual Arts

### **Practica**

Theatre practica are assigned to each production in the department's annual season of theatre. Two practica are required for the diploma: THEA 199 (Technical Theatre Practicum) and THEA 299 (Theatre Production Practicum). Students are strongly advised to complete one of the required theatre practica in each year of the two-year diploma. The department also offers two credit/non-credit practica designed for students who wish to develop additional experience in theatre practice: THEA 290 (Theatre Practice – Small Ensemble) and THEA 295 (Theatre Practice – Large Ensemble).

Theatre practicum courses require from 45 to 130 total hours spread over approximately 10 weeks. Rehearsals are usually scheduled on Monday, Wednesday, and Thursday evenings and on weekends (usually Sunday afternoon or evening).

Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Theatre Arts diploma. Students may also acquire as many THEA 290 or THEA 295 credits as they wish. A maximum of twelve lower-level practicum credits (six required from THEA 199 and 299, and six elective credits from THEA 199, 299, 290, or 295) can be counted towards the diploma. In all cases, additional credit will only be granted when the work undertaken in each practicum represents a different production role.

Acting roles in the practicum sections are obtained through audition.

~~Two practica are required for the diploma: THEA 199 and THEA 299. Students are strongly recommended to complete one theatre practicum in each year of the two-year program. Students are allowed to take more than two practica, however, these additional practica must not interfere with other course work. A maximum of twelve practicum credits can be counted towards the diploma.~~

~~Some theatre courses require students to work on a department production (usually no more than 10 hours). Involvement in a practicum removes the production requirement for these courses, except for THEA 121 and 123 (10 hour requirement). Actors in the productions are encouraged and sometimes required to work on backstage aspects of the department shows.~~

~~Theatre practica are grouped in accordance with each production in the department's annual season of theatre. Since each production represents a unique project, students may repeat THEA 199 or 299 once for further elective credit towards a Theatre Arts diploma, Bachelor of Arts degree, or Bachelor of Fine Arts degree. Students may also acquire as many THEA 290 or THEA 295 credits as they wish, however only a maximum of six credits drawn from one each of THEA 199, 299, 290, or 295 can be used for elective credits towards any UFV degree program.~~

~~including the diploma, BA, or BFA. In all cases, additional credit will only be granted when the work undertaken in each practicum represents a different production role.~~

### **Work Study**

The Theatre department participates in UFV's work study program. Consult the student Financial Aid department.

### **Course listings**

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



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

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b>                        | <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Full Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Department (or program if no department):</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Calendar Description:</b><br>The calendar description should be written in active voice with a minimum 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.                                                                                                                                                                                                                                                                                                                      |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Note: Students with credit for</b> <b>cannot take this course for further credit.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>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.</i>                                                                                                                                                                                                                                                      |                                                  | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Total Hours: 0</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td><b>0</b></td></tr> </table> |                                                  | 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> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |
| 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>                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Maximum enrolment (for information only):</b><br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.):                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                  | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                  | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                  | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                  | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                  | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                          |

[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</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year 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% |

**Details (if necessary):**

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

**Typical Course Content and Topics**

Departments typically list course content by week, unit, or module. Please provide one or more examples for a typical course term.

**For Administrative Use Only**

Department code: CIP Code: Course Level Code:

PDC Code:



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

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b>                                                                                                                                                                                                                                                                                                                         | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Title:</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                        | <b>Department (or program if no department):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>This is a cross-listed course. Please refer to</b> _____ <b>for the official course outline.</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>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.                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Note:</b> Students with credit for _____ cannot take this course for further credit.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b><br><b>Corequisites (if applicable, or NONE):</b><br><b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>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.</i> | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                          | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                  | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                              | <b>Date approved:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>For Administrative Use Only</b><br>Department code: _____ CIP Code: _____ Course Level Code: _____<br>PDC Code: _____                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**[COURSE]**      **University of the Fraser Valley Official Undergraduate Course Outline Supplemental Form**

## Supplemental Texts and Resource Materials Form

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

|     | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current<br/>Edition</u> | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-----|-------------------------------------|---------------------------------------------|----------------------------|------------------|---------------------------|
| 1.  |                                     |                                             | <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"/>   |                  |                           |

[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<br/>code</u> | <u>Full Institution name</u>                     | <u>Transfer<br/>credit exists</u> | <u>Request<br/>transfer<br/>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>.

For further information on identifying appropriate receiving institutions, please see the following webpage: [http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in\\_handbook=241](http://bccat.ca/info/handbook/pages/identifying-appropriate-receiving-institutions?in_handbook=241)

# Course Outline Style Guide

## General Course Outline Guidelines

1. **Memos:** Any course outline that is proceeding through the approval process should be submitted with a memo. To ensure that all relevant information is included, it is highly recommended to use the *Memo Template for Course Proposals* that can be found on the UEC resources webpage (<http://www.ufv.ca/senate/uec/uec-resources/>).
2. **Official Undergraduate Cross-Listed Course Form:** Cross-listed courses should be on the *Official Undergraduate Cross-Listed Course Form*. Any time that changes are made to the main course, which is on the *Official Undergraduate Course Outline Form*, the same changes also need to be made on the corresponding *Official Undergraduate Cross-Listed Course Form*.
3. **Supplemental Texts and Resource Materials Form:** Whenever more than five text or resource materials need to be listed on the *Official Undergraduate Course Outline Form*, the *Supplemental Texts and Resource Materials Form* provides an area to list the additional information.
4. **Transfer Credit Request Form:** A *Transfer Credit Request Form* has been created to provide departments with the opportunity to indicate the institutions which should be sent transfer credit requests. Departments are familiar with the content of the course and have a good understanding of which institutions the course would likely be granted transfer credit for.
5. **Course Short Title:** When a course title exceeds 30 characters, Banner requires that a short version of the title is entered. The *Official Undergraduate Course Outline Form* provides a space for this information. It is important for departments to indicate the course short title as they have a better understanding of the course content and can provide a course title that is meaningful to students.
6. **Course Numbers:** As directed by the Office of the Registrar, course numbers cannot be reused. Banner's repeat checking process will assign includes and excludes to repeated courses. Using recycled course numbers will create erroneous includes and excludes for repeated courses.
7. **Equivalent Courses:** Equivalent courses should be limited to courses that have the same credit as the two courses are equal in calculation of repeating courses and meeting prerequisites. New courses that are replacing an old course in a program are not necessarily equivalent courses and should not be coded in Banner as such. These courses should be flagged in a degree audit system rather than coded as equivalent.

Two courses cannot be coded as equivalent to one course. This practice affects the prerequisite checking and the calculation of including and excluding courses on a student's transcript.





## Prerequisite Style Guidelines

**Prerequisites** need to have consistent formatting standards so that students can interpret the course requirements

1. All **high school subjects** should include the full name in **upper and lower case**.  
E.g. Principles of Mathematics 12
2. All **UFV courses** should use the course acronym in **upper case**.  
E.g. BIO 408
3. The format for the wording when prerequisites require credits hours is:  
"xx (E.g. 45) **university-level credits**"
4. The format for the use of numbers versus words is:  
"**#** (E.g. **9**) credits" (versus number (E.g. nine) credits)
5. The format for identifying the course level is:  
"**xxx** (E.g. 200)-**level courses**" - Banner will include courses 200-level and above  
(Some outlines have used wording such as second-year courses, lower level/upper courses, etc.)
6. Use **brackets**, and the words "**and**" and "**or**" within the prerequisite statements. Use of commas and semicolons does not always clarify the intention of the prerequisites. Brackets are used in mathematical equations, which is similar to the coding of prerequisites.

E.g. CIS 190 and CIS 192; one of COMP 150, COMP 125, or COMP 152; and one of ENGL 105 or any 100-level CMNS course.

With brackets this would be (CIS 190) and (CIS 192) and (one of COMP 150, COMP 125, or COMP 152) and (one of ENGL 105 or any 100-level CMNS course). It is now clear that there are 4 courses that are required to meet the prerequisite requirement.

### Corequisites

7. Watch the reference to corequisites courses especially in programs where all the courses may not be offered in the same term. These outlines should indicate the requirements in the pre/corequisites section.

**Banner cannot accommodate certain prerequisites**

8. **Do not** use a **required GPA** as a prerequisite.
9. **Do not** include a **grade average**, such as B+ average in 3 courses. Each course needs its own individual letter grade.
10. **Do not** use statements such as “taken in the previous semester”. The minimum that can be coded is within one year.
11. General requirements that are not associated with a UFV course or a recorded test score **cannot be** coded as requirements.
  - E.g. “knowledge of programming language”
  - “diploma-related course work”
  - “familiarity with the basic skills of historical **inquiry is** expected”
  - “departmentally-approved certificate or diploma” (unless specific UFV credential is stated)
12. **Do not** use **different prerequisites** for a course based on the student’s program of study. All prerequisites that are coded are enforced for all students.
13. **Define** specific course acronyms instead of general statements such as Arts and Applied Arts. There is no published list to which students can refer to confirm which courses qualify under these headings.
14. **Do not** include two prerequisite statements that include program admittance or a specified number of credits. These two requirements are coded in different portions of the system and are independent of each other.
15. A prerequisite **should be** set on a per course basis, based on what the requirements are for that course. By listing all the courses from a certain level, departments **do not** have the **flexibility** of offering courses in the program out of sequence or part time without needing many waivers. In addition, it is very difficult to keep up with changes in the courses within a program.
  - E.g. “Admission to the CYC Program, all 200-level courses need to be completed”

# Learning Outcomes and Credit Transfer

Examples, Issues, and Possibilities

A BCCAT Special Report

*Prepared by John FitzGibbon, Associate Director, Transfer & Articulation, BCCAT*

*February 2014*



Research by  
**BCCAT**

# Learning Outcomes and Credit Transfer

## Examples, Issues, and Possibilities

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A BCCAT Special Report

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February 2014*

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This report is also available at [bccat.ca/publications](http://bccat.ca/publications)

BC COUNCIL ON ADMISSIONS & TRANSFER  
709 – 555 Seymour Street, Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [educationplanner.ca](http://educationplanner.ca) | [bctransferguide.ca](http://bctransferguide.ca)  
t 604 412 7700 | f 604 683 0576 | e [info@bccat.ca](mailto:info@bccat.ca)

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## Introduction

The efficiencies gained through credit transfer systems for higher education and for students are well understood in many places around the world and there is increased interest in examining different credit transfer models suitable to different jurisdictional contexts. In a previous review of transfer models and systems in BC, North America, and beyond, BCCAT noted that “several jurisdictions have utilized the idea of basing articulation decisions on courses outcomes” (Finlay, 2009 p. 3). This paper provides a more detailed look at models of transfer that incorporate learning outcomes in credit transfer decision making.

The impetus for this examination is a number of global trends and activities that have the potential to affect higher education in BC, including:

- the increasing emphasis on enabling cross-jurisdictional student mobility;
- the example of the European Bologna Process initiative to write all higher education programs in terms of learning outcomes and adopt a common degree road map across the continent;
- the increased marketing of educational programs to domestic students and the vast international student market;
- the decline in traditional domestic student numbers; and
- the push to widen the labour market by re-training older workers and providing access to post-secondary education for non-traditional students.

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*In a global higher education context of increasing competition for student recruitment, inter-institutional student mobility, credit transfer flexibility, and quality assurance policies, learning outcomes have become part of recent international trends in institutional, curricula and pedagogical reform having profound effects on all aspects of curriculum development, implementation and evaluation. (Hubball & Gold, 2007, p. 5).*

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These trends drive discussions on making credit transfer more widely available, efficient, rigorous, and transparent. Effective credit transfer systems are seen as an aid to greater access to tertiary education, as well as a means to lower student and institutional costs (Bekhradnia, 2004; Junor & Usher, 2008; Trick, 2013). This paper will further explore the academic literature on the role and possibilities of learning outcomes in articulation and transfer, and offer some directions that others are exploring based on that review.

## Learning Outcomes: Definition

Learning outcomes represent a view of education that focuses on the results or outputs of the educational process as expressed in the knowledge, skills, and abilities that students can demonstrate as a result of completing a course or program. The alternative perspective is based on a description of the instructor's intention regarding what will be taught and learning is quantified in terms of the length of courses and programs, access requirements, material covered, textbooks used, and types of assessments (Adam, 2008). Peter Ewell (2001) describes student learning outcomes as "the particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences" (p. 6). The European Commission, in establishing common definitions for qualifications frameworks and other policy directions across the continent, states that learning outcomes "describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning" (European Communities, 2013 p. 11).

While there may be some commonality in conceptualizations of learning outcomes, there is little uniformity in what to call them. For example, institutions may refer to the outputs of their education process as core competencies, expected student-centred learning outcomes, intended learning outcomes, or institutional aims. What these have in common is the intention to be explicit about what the student can be expected to know and be able to do as a result of successfully

completing a program or course. Within institutions, there is a similar challenge as some faculty still see outcomes and objectives as interchangeable in their expression within course outlines (Carter, Coyle & Leslie, 2011). What may be described by some faculty as learning outcomes may be described by other faculty as behavioural objectives (Ascough, 2011). While a number of scholars (e.g., Ewell (2001), Adam (2008)) and many jurisdictions distinguish between competencies/competences and learning outcomes, this paper will use "learning outcomes" as the generic term to describe what students have achieved as a result of the learning process.

A discussion of the use of learning outcomes in transfer and articulation is made more difficult by their use for other purposes. A survey of the literature identifies three broad categories for the application of learning outcomes: for quality assurance and program and institution improvement; for improvement in teaching and learning; and as the basis for credit accumulation and transfer systems.

### *Quality Assurance and Improvement*

- descriptions of learning as the basis for accreditation of programs and institutions;
- basic descriptions of credentials in credential and qualifications frameworks;
- a means to describe what learners will demonstrate as the basis for quality assurance;
- the basis for program improvement or program evaluation in an institution;
- the means by which agencies, professions, government, or regulatory bodies describe what must be demonstrated in order to be certified;

### *Improvement in Teaching and Learning*

- a means to describe sequencing of learning within a course or program;
- a common currency for descriptions of what constitutes quality programming;
- as the means by which to encourage improvement in teaching and learning;
- a means to communicate what students will achieve to employers and others;

### *Credit Accumulation and Transfer*

- a means to describe what is expected of students when applying for assessment of prior learning;
- the basis for decisions relating to credit accumulation and credit transfer.

(Adam, 2008; Bjornavold & LeMouillour, 2009; Carter, Coyle & Leslie, 2011; Ewell, 2001; Gallavara et al., 2008). While these purposes are related, this paper will focus on the use of learning outcomes for credit transfer.

## **Learning Outcomes in Credit Transfer**

Learning outcomes have been identified as playing several different roles in the credit transfer process. The first is providing what Adelman (2009) refers to as a 'reference point' or common language for describing courses and programs (p. 51). The wider the range in variability of programming due to language, culture, and distance, the more a common framework using recognizable and reliable course information is useful. The second is as a basis for assessing course

or program quality when accepting credit for courses delivered outside of the home institution. In the absence of cross-jurisdictional accreditation, common grading standards, or similar criteria for assigning credit values, some proxy for establishing the quality of courses is helpful in determining equivalency. Efficient credit transfer determinations are also a major factor. Building trust in the quality of other institutions' programs, and preparing and negotiating articulation agreements can be a time-consuming process. Any means to make this process more efficient is likely to be explored by jurisdictions interested in supporting student mobility, even though it would still be necessary to create shared understanding and trust in quality. Outcomes based articulation modes can't forego the necessary interaction to get there—entirely. The fourth factor is the interconnectedness of higher education and the growth of the global tertiary marketplace. Institutions, whether competing or collaborating with each other, need a means to facilitate this increasing interconnectedness.

Perhaps the most important function learning outcomes can provide is in shifting the focus to the results of learning from input measures (Adam, 2008; Bjornavold, & Le Mouillour, 2009). For example, in most jurisdictions, articulation has traditionally been mostly input-based, relying on topics, assignments, and textbooks. Outcomes conceivably introduce a more nuanced means of assessing student learning.

Learning outcomes can help to provide a meaningful description of learning using common language (Adelman, 2009; CEDEFOP, 2009; Gallavara et al., 2008). Learning outcomes are more amenable to describing students' learning as they progress through a program, because they can encapsulate both the broad outcomes of a program of study and the



specific competencies expected of a module or unit of study. They can be a reference point for describing the sequence of learning, allowing institutions to judge whether a course satisfies prerequisites and/or is at the level of difficulty normally associated with a particular level in a program. In Europe, with its large geographic area, diverse cultures, and many languages, a common point of reference is essential when attempting to build a credit transfer system. The European University Association, in its review of a decade of changes in European higher education, described the value of learning outcomes as enabling “learning undertaken in different contexts to be compared relatively transparently and free of preconceptions or prejudices, thus facilitating the comparison and recognition of learning between different contexts” (Surssock & Smidt, 2010, p. 65). Presumably, if learning outcomes can aid in establishing common frames of reference across the various European institutions, they could do the same in more homogenized systems of higher education.

Transfer credit policies are influenced by the convergence or divergence of quality standards. In BC, the growth of colleges as transfer institutions required that their transfer programming meet the standards of the receiving university programs. The articulation system in the province, allied with government and institutional reviews and reporting structures, has ensured a convergence of quality standards. In this milieu, employing the common reference point of learning outcomes may not be as necessary as in other jurisdictions where the history of the post-secondary culture has not provided the same common understanding of institutional and programming quality. In BC, students can move from institution to institution with credit, knowing that transferred courses will

prepare them to be successful at the next institution and will be roughly of the same quality. In Ontario, where the college and university sectors of the higher education system are being asked to collaborate on student mobility, there are very different types of curriculum and differences in preparation level for programs (i.e., the college and university high school preparation streams). Learning outcome assessment is suggested as the best means to ensure quality in a rigorous and systematic way (HEQCO, 2012).

The attraction of a common reference point extends far beyond institutions and national boundaries, and is illustrative of how tertiary education is becoming more connected globally. Tremblay, Lalancette, and Roseveare (2012), in their report on the feasibility of assessing higher level learning outcomes across jurisdictions for the OECD, note that the interest around the world in defining learning outcomes by discipline, institution, and entire jurisdiction is indicative of higher education systems being increasingly interconnected and global in orientation. They note that 70 countries have adopted qualifications frameworks that define learning outcomes associated with each credential and that interest in “Tuning,” the European-based process of describing and aligning degree programs using learning outcomes, has “expanded into the Americas, Africa, Central Asian Republics and Russia (with feasibility studies in Australia, Canada and China)” (p. 42). They suggest that this interest has implications for student mobility, transferability of credentials, and degree recognition (p. 37). Floud (2006) comments, “the old forms of trust, appropriate to an elite system [such as prior knowledge of the awarding institution or confidence in the processes of external verification by peers], are insufficient when confronted with millions of students, hundreds of

thousands of courses, thousands of universities and with the demands of millions of employers (as cited in Gallagher, 2013 p. 70).

The growth of a global education market and interest in student mobility has encouraged governments to look for the most efficient yet effective means of enabling credit transfer. Bekhradnia (2004) notes that building trust regarding the quality of sending programs, through discipline-specific articulation committees and research into transfer success, is a key element in creating a successful transfer system. However, BC's system of course articulations, supported by discipline-specific committees, could be seen as cumbersome and time-consuming in a jurisdiction developing transfer systems without the benefit of BC's history of incremental additions to articulation agreements over the years. Carter, Coyle, & Leslie (2011) note that agreement on the learning outcomes to be demonstrated by students at the conclusion of a program could lessen the need for individual course comparisons and reduce the need for course-to-course articulation agreements. They suggest using standardized learning outcomes to develop block transfer agreements that cover a system is a more efficient method of supporting student mobility. However, identifying program outcomes for block laddering is a different process and leads to a different type of transfer than developing course articulation agreements, even if based on learning outcomes. The former does not facilitate mid program

or incomplete program credit transfer very well—an important consideration as transfer occurs very often prior to program completion.

In a higher education system in which transfer is legislated or tightly controlled by government, learning outcomes may be an efficient method of determining how closely one curriculum matches another, one which may rely less on faculty input. Where quality of institutional programming is also legislated or subject to similar accreditation procedures, the process theoretically could be reduced to a one-to-one matching of learning outcomes. At least one web platform product is predicated on this assumption. See, for example, the Elumen website at [elumen.info](http://elumen.info) for information about the ReProTool, a software used with the European Credit Transfer and Accumulation System (ECTS) and Tuning Process described by Pouyioutas, Gjermundrod, & Dionysiou (2012). However, faculty play the key role in curricular and outcomes adjudication for academic integrity and it is unlikely that any form of software product would replace this.

Building trust and understanding of program quality in other institutions through faculty interaction, such as in the BC model, is difficult in large jurisdictions or across the country, except within very specific disciplines. When negotiating pan-Canadian agreements, the Canadian Armed Forces have used learning outcomes in a number of programs to define the standards they would like achieved by students as they

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***... as Europeans undertook an epochal effort to harmonize dozens of very disparate university systems, they decided to make students' demonstrated levels of learning the touchstone for transfer protocols and for guiding student progress toward next-level degree programs. (Gaston, 2010, p. xii)***

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move from institution to institution across the country (G. Cran, personal communication, May 25 2013).

The Canadian Armed Forces approve institutions to offer trades and business programs for their personnel and provide a competency map similar to that given to institutions by the accounting professions.

The next section will discuss how these general functions related to learning outcomes in credit transfer play out in selected jurisdictions. British Columbia is used as the starting point.

## Selected Jurisdictional Examples

### British Columbia

The general aims of credit transfer in British Columbia are to enable access to degree programs, facilitate credential completion, and ease progression to subsequent credentials through ladder pathways across the province. Depending on the discipline, discussions on course and program content by articulation committees may include explicit reference to expected learning outcomes, for example to agree on core curriculum in degree or diploma programs, meet regulatory body expectations, or to develop Flexible Pre-Majors or block transfer agreements. In addition, institutions may submit course learning outcomes along with other information as part of the articulation request using the Transfer Credit Evaluation

System (TCES) form.<sup>1</sup> In some institutions, there is an expectation that courses and programs be expressed in learning outcomes, and these form the basis for requests for credit transfer to other institutions or as the basis for ladder program agreements.

A number of program areas have developed courses in terms of learning outcomes for some time, especially in the applied areas. Although learning outcomes can and do occur in course outlines across a wide variety of disciplines, they are more likely to be found in such areas as health care, human services, tourism, hospitality, and the trades and technologies. In some of these areas, courses are developed as part of common or core curricula mandated by the province such as the program standards developed for the trades.<sup>2</sup> The expectation is that graduates of programs demonstrate common outcomes, although the method that they are arrived at may differ. Where articulation is requested in these disciplines, the request is usually supported by a list of learning outcomes. Other disciplines, especially those in Arts and Science, have different traditions of describing courses and programs. Discussions at articulation committee meetings indicate that in many disciplines, especially in Arts and Science, more information is requested about courses than learning outcomes can provide, including methodology and learning activities, assessment and weighting, instructor qualifications, texts, topics, and objectives.

A number of professional bodies identify the learning outcomes (often referred to as competencies)

<sup>1</sup> See [bccat.ca/info/handbook/pages/transfer-friendly-course-outline-form](http://bccat.ca/info/handbook/pages/transfer-friendly-course-outline-form)

<sup>2</sup> See [itabc.ca/discover-apprenticeship-programs/search-programs](http://itabc.ca/discover-apprenticeship-programs/search-programs)

required for pre-service training, which allow for both entry into the profession and movement across the country. Examples of these are technologists, technicians, engineers, registered and practical nurses, health care assistants, dentists and dental assistants, forest professionals, biologists, chemists, and the accounting professions. Representatives of the professional bodies often attend articulation committee meetings in order to discuss certification and training requirements.

Another area that uses learning outcomes to establish transfer protocols is Adult Basic Education (ABE) (British Columbia Ministry of Advanced Education, 2013). The ABE Handbook, published annually, identifies a series of goals intended to facilitate student mobility and credit transfer between institutions. The ABE Articulation Steering Committee sets and maintains learning outcomes that respect the autonomy of colleges and institutes while creating equivalent course content. The Working Committees review course outlines, determine disciplinary learning outcomes, and articulate courses based on those learning outcomes to produce a provincial transfer guide. The resulting grid is published in the ABE Handbook and posted on the Ministry of Advanced Education and BC Transfer Guide websites.

A number of disciplines have used learning outcomes to define programs in order to develop block transfer agreements. The block transfer agreements in Tourism, Hospitality, and Business Management are based on agreed-upon learning outcomes at the diploma and degree levels, and these are regularly reviewed by the articulation committees in order to keep the agreements current. In a different form of agreement, the Computing Education Articulation

Committee identified the common learning outcomes for lower division courses leading to the major in developing its Flexible Pre-Major. The committee members realized that the same topics and skills were covered in the first two years of Computing Education programs at different institutions but not in the same sequence or depth; thus, they identified all of the learning outcomes expected of students in the lower division when developing their pre-major agreement. In 1998, the English Articulation Committee developed an Aims of First Year Courses protocol in order to enhance transferability of courses and identify shared expectations for student skills and abilities. The committee has since updated the document a number of times (BCCAT, 2012).

## Ontario

The government of Ontario has shown considerable interest in expanding opportunities for credit transfer, given the current era of fiscal restraint in higher education and the need to support students in obtaining credentials in reasonable time at minimal cost (Ontario Ministry of Training, Colleges & Universities, 2011). However, Ontario's higher education system is differentiated, with colleges and universities offering different types of programs to students with different backgrounds and strengths. Traditionally, transfer between the systems was not common or encouraged. A reasonable approach to supporting mobility in such a milieu is to encourage the sectors to work together to develop progression to credentials, with each sector providing appropriate but minimally overlapping programming as well as other tactics, including course articulation. One way of achieving this is to align programs within the post-secondary sector to common program standards, and then to encour-

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***... determining learning equivalency using program standards rather than course by course comparison is innovative. Program standards have clearly defined learning outcomes for programs across the province so it is an efficient way to improve pathways and provide more students with choices. (Ontario Ministry of Training, Colleges & Universities, 2011 p. 7)***

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age ladder pathways involving study at different institutions that eventually lead to credentials. In its proposal to the Ontario Minister of Training, Colleges and Universities to revise the 2005 Private Career Colleges Act, the Ontario Association of Career Colleges (OACC) suggested that agreement on common program standards and learning outcomes by apprenticeship programs, career colleges, community colleges, institutes, and universities was important in creating seamless pathways for students (OACC, 2013).

In a system that encourages ladder programs, there needs to be agreement on broad program aims and on the role played by the preparatory programs. The assumption in this type of transfer arrangement is that the 'sending' program provides students with the lower-level courses in a program, and programming does not overlap with courses offered at the receiving institution.

The discussion focuses on preparation and progression rather than equivalency. Learning outcomes by their nature lend themselves to expressing levels of difficulty - an important attribute when building a ladder program.

## United States

The use of learning outcomes in higher education is widespread in the US. Progression from two-year college programs to four-year universities is aided by the common reference point that learning outcomes provides. The six regional higher education accreditation agencies recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA) require similar processes for reporting, founded on the learning in courses and programs being expressed as learning outcomes. Credit transfer across state borders is not as developed as in-state transfer, and those initiatives that could support more national mobility seem to be dependent on agreement on broad general outcomes.

Articulation and transfer policies in the US have been seen as a means of improving degree completion, especially among minority and low-income students (Dougherty & Reid, 2007). A number of states in the US have developed transfer arrangements founded on common learning outcomes for lower division education core curricula and Associate Degrees. Norrie and Lennon (2013) point out that most US institutions have adopted common learning outcomes for undergraduate programs (p. 9). While the majority of articulation is at the program and course level, a number

of states, including Pennsylvania and Oregon, use outcome-focused standards to encourage greater credit transferability and student mobility across their systems (OACC, 2013).

While most states have developed transfer policies that enable state-wide movement of credit, there are a few initiatives that address student mobility across the country. For example, the Degree Qualification Profile (DQP) developed by the Lumina Foundation, a private US-based foundation, uses wide generic learning outcomes in establishing degree descriptions that are common enough for students to gain credit in other jurisdictions. Four states are currently exploring this framework (Lumina Foundation, 2011). Allied to this initiative is the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) campaign, which promotes the use of Essential Learning Outcomes for transfer and accountability (2013). A similar effort, the Quality in Undergraduate Education (QUE) project, which ran from 1997 to 2004, worked with faculty in 21 colleges and universities in four states to draft voluntary standards and student learning outcomes in six arts and science disciplines with undergraduate majors (Albertine & Henry, 2004). A number of states have also experimented with the European idea of tuning within disciplines (Adelman, 2009; Gaston, 2010). The state of Texas has been a leader in tuning, bringing together faculty, students, recent graduates, and employers to establish common learning

outcomes by degree level for eight disciplines, and it is working on an additional four disciplines. Outside of institutional efforts, the American Historical Association is working to define learning outcomes for associate, bachelor's, master's, and doctoral degrees in history (American Historical Association, 2012). Recently, the Western Interstate Commission for Higher Education (WICHE) announced the Interstate Passport Initiative, one goal of which is to "conduct a pilot project in five WICHE states to establish block transfer agreements within and among those states for the lower-division general education core, based on successful integration of LEAP's Essential Learning Outcomes" (WICHE, 2014).

The accreditation process in the US, although not state-governed, has tended to standardize many higher education processes, including the way that curriculum is written and evaluated. In a review of regional accreditation and learning outcomes, Provezis (2010) notes "All regional accreditors expect learning outcomes to be defined, articulated, assessed, and used to guide institutional improvement" (p. 7). In addition, Ewell (2001) observes that all of the large accrediting bodies in the US require public institutions to demonstrate the linkages between course and program outcomes and to identify the means to assess them. Recently, the Western Association of Schools and Colleges (WASC), one of the six regional accrediting agencies, indicated that it was support-

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***Two- and four-year campus transfer partners [are] working together in nine states to align transfer policy and practice around the authentic assessment of student competencies (AAC&U, 2013).***

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ing the piloting of the Degree Qualifications Profile as a means to address issues of accountability, the meaning of the degree, and quality (Klein-Collins, 2013). This aspect of quality assurance within states and within public higher education helps to ensure that transfer is from and to programs of equivalent quality (Klein-Collins, 2012). However, Gaston (2010) suggests that the European Bologna Process and its emphasis on the use of learning outcomes can still provide some lessons for the US in dealing with such issues as consistency in programming, continuity from one program to another, quality assurance, and student mobility.

## Europe

Adam (2008) notes that European countries are basing a wide variety of higher education policy reforms and initiatives on the use of learning outcomes. These changes are exemplified by the Bologna and Tuning Processes, which have had a significant impact on higher education policy worldwide. Countries around the world have examined these processes, either to replicate them or to align their own processes with them (Adelman, 2009; AUCC, 2009; Gallagher, 2013; Gaston, 2010). It is important to note that the major usefulness of the Bologna initiatives, from a government perspective, is integration of students into European labour markets and as a basis for acceptance of credits completed during student exchanges, rather than providing pathways to credential completion for domestic students using multiple institutions. A number of countries and institutions have adopted systems for the transfer and, to a lesser extent, for the accumulation of academic credits. These credit systems were either introduced

by legislation or by institutional agreement (European University Association, 1999).

Begun in 1999, the Bologna Process is an iterative one, with a number of policy and process steps being added over the past decade. In order to harmonize quite different university systems, institutions agreed to adopt a comparable three-cycle degree structure based on jointly agreed-upon principles. This initiative was supported by the development in each country of a qualifications framework compatible with the European Higher Education Area (EHEA) qualifications framework, describing degrees and other qualifications in terms of learning outcomes. The common element of the various frameworks are the Dublin Descriptors, which describe what a graduate at each of three degree levels (bachelor's, master's, and doctorate) should know and be able to do in five core competences (Gaston, 2010). The move to adopt a common degree structure and develop qualifications frameworks now includes nearly 50 countries and over 4,000 institutions. Although supported by governments of the region and the European government, the Bologna Process began as, and continues to be, a collaborative effort by the participating universities and their higher education systems. It is intended to harmonize programs to the extent that student mobility is enabled, but not to the extent that programs are standardized.

'Tuning' is a faculty-driven process initiated in 2000 that involves describing and aligning degree outcomes on the basis of competencies and learning outcomes (Tuning Educational Structures in Europe, 2013). The Tuning process involves communities of academics developing common frames of reference for each of the three degree cycles, with the referenc-



es expressed as generic and subject-specific learning outcomes in a number of subject areas. This process aims to maintain institutional and discipline autonomy while identifying areas of enough commonality to allow for recognition of credit across the European system (Junor & Usher, 2008; Tremblay, Lalancette, & Roseveare, 2012). The Tuning methodology is based on a ten-step approach that includes defining the program profile and its key competencies; formulating program, course and unit learning outcomes; and determining the approach to teaching, learning, and assessment, as well as ensuring that the program covers key generic and subject specific competences (Norrie & Lennon, 2013). Junor & Usher (2008) suggest that the Tuning project may have a significant long-term effect on student mobility as it “implies a real convergence of quality standards rather than a simple declaration of equivalencies” (p. 30).

Underpinning the Bologna Process is the European Credit Transfer and Accumulation System (ECTS), a standard for comparing academic credentials and performance across the continent. Students are awarded ECTS credit points for completion of courses, sections of courses, or programs--the credits being based on an estimation of the student workload required to demonstrate the learning outcomes of the course or program. The system is built on the assumption that the workload of a full-time student for one year is approximately 1,800 hours or 60 credits. Credits are obtained after completing assigned work and an assessment of the student's achievement against the specified learning outcomes (European Communities, 2009). Gaston (2010) notes that the

ECTS's credibility depends on the comparability and trustworthiness of the outcomes generated through the Tuning process. The development of the learning outcomes for a program therefore drives the student workload, the credit awarded, and, presumably, the pedagogy appropriate to achieving the outcomes.

An associated development is the Diploma Supplement. Even though qualifications might be expressed and developed as learning outcomes, students move with their transcripts as evidence of completed courses and programs and traditionally-formatted transcripts are not able to provide much detail about student achievement or the intents of the program. The Diploma Supplement summarizes student attainment by listing the courses with grades attained and describes the nature, level, context, content and status of the completed program.<sup>3</sup> The Diploma Supplement is designed to enhance transparency and facilitate academic and professional recognition of higher education qualifications by explaining the content of a student's transcript in terms of what the student understands and is able to do (Bjornavold & Le Mouillour, 2009; Gaston, 2010; Tremblay, Lalancette, & Roseveare, 2012).

Although many of the elements of the Bologna Process are works in progress, their impact on higher education policy in the European zone and elsewhere are significant including the drive to achieve common agreement on the structure of credentials, the means to describe learning, and efforts to better report and accumulate the results of student learning (European University Association, 2010; Gaston, 2010).

<sup>3</sup> For examples of European Diploma Supplements see [europass.cedefop.europa.eu/en/documents/european-skills-passport/diploma-supplement/examples](http://europass.cedefop.europa.eu/en/documents/european-skills-passport/diploma-supplement/examples)



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***Learning outcomes also play a fundamental role in the enormous but embryonic process of European curriculum reform. Bologna countries have agreed to use learning outcomes for multiple applications, including the development of new style national qualifications frameworks, lifelong learning, credit transfer and accumulation requirements, recognition needs and quality assurance purposes. (Adam, 2008 p. 8).***

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Adelman (2009) notes that the Bologna Process is “the most far reaching and ambitious reform of higher education ever undertaken” and that “the core features of the Bologna Process have sufficient momentum to become the dominant global higher education model within the next two decades” (p. viii) and that there is interest in the Bologna model and the Tuning Process in the Caribbean, Latin America, China, South Asia, and Australia.<sup>4</sup>

## Australia

Like many other countries, Australia sees student mobility as both an internal and external opportunity to increase credential completion, revenue, and program efficiency, and as providing a more rounded educational experience for domestic students. Major potential markets and competitors for Australian tertiary education, such as China and the Association of Southeast Asian Nations (ASEAN), are examining the Bologna Process as a model for their education systems, and this has had a significant influence on Australian thinking (Tremblay, Lalancette, & Ros-

veare, 2012). In a discussion paper on the implications of the Bologna Process for the country, the Minister of Education, Science and Training suggested that the way to increase the country’s market share of international students, especially from Europe, would be to advertise the three cycle degree structure; promote the use of an Australian Diploma Supplement; implement a credit accumulation and transfer system similar to or compatible with the ECTS; and develop an accreditation/quality assurance framework that meets the Bologna criteria (Bishop, 2006).

Australia’s interest in transfer mechanisms such as a common credit system is driven by both the need to support domestic student mobility and the need to accommodate and attract a growing pool of international students. The Equivalent Full Time Student Load (EFTSL) system, which is a measure of the study load of a full-time student, provides a common measure of student workload across Australian universities.<sup>5</sup> However, unlike the ECTS, the EFTSL is built on credits for courses and units taken and does not relate workload to learning outcomes.

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<sup>4</sup> See Tuning Latin America at [tuningal.org/en](http://tuningal.org/en) and Tuning Educational Structures in Europe for links at [unideusto.org/tuningeu/home.html](http://unideusto.org/tuningeu/home.html)

<sup>5</sup> See [education.gov.au/administration-guidelines](http://education.gov.au/administration-guidelines)

Like Canada, requests for transfer credit tend to be dealt with on a case-by-case basis (Bishop, 2006). Junor & Usher (2008) point out that in Australia, as in Canada and the US, transfer is more oriented towards credit transfer within each state's post-secondary system and specifically towards vocational to higher education, rather than as a support to mobility across the country or among all forms of post-secondary education.

The Australian government also funded a project very similar to the Tuning process, using the same sort of disciplinary communities and including professional bodies, students, graduates, and employers. Gallagher (2013) reported that the Learning and Teaching Academic Standards project, which concluded in 2011, worked to develop learning outcomes for thirteen academic, professional, and trades subjects.

## Issues in the Use of Learning Outcomes for Credit Transfer

As previously discussed, learning outcomes can form the basis for credit transfer in a variety of jurisdictions. There are, however, some issues at play in their use, associated with the general philosophy of how learning in higher education should be described; faculty and institutional autonomy; the standardization of curriculum and credentials; how credits are defined; and program quality.

Whether learning outcomes are used as a basis to assess transferability may depend on the nature of

the higher education system and whether transfer is mandated by government (through policy or legislation) or negotiated between institutions. In the latter case, the appropriateness of learning outcomes as a basis to establish equivalency may depend on the nature of the discipline and, more often than not, its relationship to workplace preparation.

Not all disciplines approach the use of learning outcomes in the same way. The more the sending program is related to career, technical, or professional programming and the need for standardization of skills delivered by multiple institutions, the more likely that courses will be expressed in learning outcomes and have some form of common curriculum elements. Bekhradnia (2004) suggests that successful identification and development of learning outcomes is unlikely to occur without some agreement on common curriculum. For example, where there is a history of professional body or government influence on accreditation, there tends to be a greater willingness to incorporate common learning outcomes.

In academic subject areas, especially in the Humanities, it is more difficult to come to agreement on measurable descriptions of what a student will be able to know and do as a result of program completion, except in quite broad terms. This is partly due to a belief on the part of many academic faculty that defining learning in terms of what students are expected to demonstrate is not as beneficial as providing an opportunity for students to explore within a discipline and learn in terms of their own capability and not to pre-set limits. Some faculty also point to the difficulty of accurately translating abstract concepts into outcomes as contributing to the difficulty of accurately measuring their achievement (AUCC, 2009). There is

also a belief that learning outcomes unduly standardize curriculum and thus erode faculty autonomy.

In most post-secondary systems, there is a tension between faculty and institutional autonomy and the desire by governments to influence institutional programming and to institute measures of quality that are meaningful to them and which respond to the public's need for information, educational opportunities, and trust in quality. Faculty and institutional autonomy as a fundamental part of higher education culture plays a large part in the degree of willingness to develop and use learning outcomes for transfer. Ewell (2013), in a discussion of the Degree Qualifications Profile, noted the tension between externally developed outcomes and those internal ones "usually developed over many years, which contain a host of embedded assumptions and compromises" (p. 19) and suggested that faculty would be reluctant to adopt learning outcomes they did not have a role in developing. While the Bologna Process is thought to represent a unified set of principles across the continent, supported by all institutions, issues of autonomy also appear to be present. Gaston (2010) citing a UK Commons report, noted that the UK and Ireland had more autonomous higher education institutions than the rest of Europe. There was concern that the Bologna Process could lead to the standardization of higher education in the European Higher Education Area, and not be flexible or responsive to changing social and economic requirements. In a discussion of the implications of the Bologna Process for Canada, a European faculty member suggested that "faculty are concerned about academic freedom, and in particular about the traditional role of the academic profession as a body that sets its own standards and conducts its own evaluation" (AUCC, 2009 p. 5).

The discussion of autonomy begs the question of the extent to which an institution feels it necessary to define its credentials and to control the entire process of achieving them. Experience with the BC Transfer System would suggest that the culture and history of articulation is based on the common objective of facilitating credential completion, with the assumption that students can and will move institutions as they gather credits, with the use of those credits constrained by certain parameters such as residency requirements. BC institutions have accepted the notion that student mobility is a good thing and, as in the US, that a degree can have validity and coherence for a student even if all of the courses have not been taken at the institution granting the degree. In Europe, where course equivalency was built on the need to accommodate one- or two- semester student exchanges, learning outcomes have provided a basis for agreement in the face of significant differences in culture and language. A move toward a more North American view of credential completion through transfer will take time. The European processes, on the face of it, seem to imply that a degree could be an accumulation of learning outcomes, rather than a coherent whole consisting of planned sequenced learning, including prerequisites and required courses approved as a package by the institution's academic governing body. Junor & Usher (2008) explore this point in their survey of transfer systems, and suggest that a simple accumulation of credits toward a credential is counter to the institutional aim of providing a coherent program of studies. However, the European notion of defining credentials in terms of learning outcomes and of building frameworks and processes that allow for accumulation of credit, i.e., learning outcomes, seems to be leading in that direction. This idea of accumulation of dem-

onstrated achievement on learning outcomes as the basis for credential completion may be encouraged by such efforts as the push for lifelong learning in Europe and bridging between vocational and academic programming in Europe, Australia, and New Zealand (CEDEFOP, 2009; Gallagher, 2013; Junor & Usher, 2008; Werquin, 2012). If learning can be defined and measured, then perhaps it is not necessary for it all to be delivered in the same institution.

The discussion of how credit accumulation can be used to facilitate student mobility raises the question of what constitutes credit. Learning outcomes help to set levels of student achievement but not grades, time, assessment, or the nature of the whole experience intended by the program, except in very broad terms. A number of scholars suggest that defining learning in terms of learning outcomes is at odds with the means to collect credit for learning, which is expressed in terms of time in contact with an instructor. Adelman (2009) points out that, when outlining degree requirements in a specific field, institutions will list courses, credits, and GPA, rather than achievement of learning outcomes. The

European credit accumulation and transfer system uses learning standards associated with specified levels in qualification frameworks to determine a transferable amount of credit but does not really address differences in workload or program expectations in different institutions (Carter, Coyle, & Leslie, 2011).

The interest in student mobility and credit transfer internationally is driven to some extent by the growth in study abroad opportunities for students, the interest in learning another language, internationalization of many campuses, and program expectations that include study at foreign institutions (Bishop, 2006;

Eurostat, 2009; Sursock & Smidt, 2010). Junor & Usher (2008) note that “to the extent that governments pay attention to mobility, it is international mobility rather than intra-national mobility . . . with the hope of increasing opportunities abroad” (p. 17). It is suggested that the increased pressure to attract international students is driving a move to standardization and uniformity in programming, a move that is made easier by the use of learning outcomes.

The process of one institution granting credit for another institution’s programming is often underpinned by trust in the quality of the sending institution. This trust could result from reputation, knowledge of the institution due to proximity, or belief in the efficacy of the accreditation or accountability processes that the institution undergoes. The rapid expansion of tertiary education in many countries and the globalization of education have made these traditional bases of trust more problematic (Gallagher, 2013). Learning outcomes have been seen by some as being able to provide a basis for trust, given that the jurisdiction that requires the defining of outcomes is likely responsible for also measuring their acquisition. The major conceptual issue is the need to be specific enough in defining outcomes to be able to declare that they are being achieved, yet to also be broad enough to achieve agreement across different institutions and jurisdictions. The Assessment of Higher Education Learning Outcomes (AHELO) project, which involves 249 higher education institutions across 17 countries and regions, is intended to determine if it is feasible to agree on learning outcomes in a discipline to the extent that it is possible to assess progress and compare across jurisdictions (Tremblay, Lalancette, & Roseveare, 2012 p. 197).

*In response, a model of “trust-free” specification of criteria has emerged but not without its own difficulties resulting from a tendency to over-specification with a consequential trivialization of outcomes and lowering of standards (Wolf 1995) and tension between educational purposes and accountability requirements. (Young 2007) (Gallagher, 2013 p. 70).*

## Directions

The literature surveyed offers some interesting directions building on the work done using learning outcomes, largely related to activities associated with the Bologna Process such as Tuning, the Diploma Supplement, the ECTS, and qualification frameworks. The Association of Universities and Colleges of Canada (AUCC), in a review of the Bologna Process and its implications for higher education, noted the barrier to mobility created by the lack of a common means of recognizing credit. The AUCC suggested that instruments similar to the European Diploma Supplement, the Australian Higher Education Graduation Statement, and Canadian co-curricular transcripts, all based on learning outcomes, could aid in both national and transnational recognition of qualifications (AUCC, 2009 p. 15).

There is a need for agreed-upon terminology, especially in defining learning outcomes themselves and in distinguishing them from competencies. Gallavara et al (2008) noted Adam’s request at a Bologna seminar on learning outcomes to “develop an agreed terminology based on a shared understanding among staff, students and other stakeholders about what the key concepts mean” (p. 52). In a similar vein, the AUCC noted the need for “developing common data standards to better track and explain learning outcomes in ways that

are useful for both graduate schools and employers by focusing on what was learned, as opposed to activities” (AUCC, 2009 p. 11).

Another recommendation from the literature involves identification and documenting of learning outcomes at the degree level across jurisdictions, similar to the Tuning project in Europe. Gaston (2010) in discussing the value of developing outcomes at the discipline level and of developing a US form of the diploma supplement, suggests “that a consensus on what the baccalaureate should represent might prove at least equally plausible and perhaps more compelling” (p. 190). He notes Adelman’s (2009) recommendations calling for development of “clear and discrete criteria for learning and thresholds for performance at the system, institutional, and disciplinary level” (p. 185), disciplinary qualification frameworks at the degree level, and a diploma supplement. Ewell (2013) goes as far as recommending “mastery transcripts” showing what level each student has attained on each competency at a particular point in time (p. 19).

A theme through the literature is that learning outcomes, whether as threshold in Australia, or as part of the Tuning process in Europe, the US, Latin America, or the Caribbean, are best developed through discussions that involve professional bodies, accrediting bodies, employers, and graduates as well as academic

institutions and faculty (Adelman, 2009; Gallagher, 2013; Gaston, 2010).

As noted previously, the ECTS is a means by which students can determine how their credits relate to a particular credential and how credentials relate to each other. Gaston (2010) suggests that the US adopt a credit accumulation standard modeled on the ECTS. He notes that development of a credit accumulation system leads naturally to discussions of a qualification framework as a means to display credential equivalencies across jurisdictions. Since a considerable amount of transfer in the US is across state borders, there is considerable advantage to a national repository for earned credits. The example of the Bologna Process and progress on its various components on a continent with considerable variation in higher education traditions, demonstrates that the idea is feasible.

As the use of learning outcomes is influenced by trends in the international movement of students, institutions may wish to invest time in planning for international student movement. In their review of trends for the European University Association, Sursock & Smidt (2010) suggest that "Institutions should develop a strategy that defines the scope of their internationalization orientation, . . . [including] the identification of targets for short-term and full-degree mobility, the geographical target areas, target numbers of mobile students at each degree level, the types of cooperation that fit their overall needs, and the specific

HE networks of which they are part" (p. 81). It may be that this kind of planning is supported by more general agreement on learning outcomes across a system.

## Conclusion

The literature suggests learning outcomes can play an important role in supporting credit transfer. The use of learning outcomes in higher education is widespread for a variety of reasons, including transfer and articulation. Learning outcomes are used to provide a common reference for discussing course equivalencies, and as a means of enhancing the efficiency of the articulation process, and as a means of providing a common basis for describing courses and credentials across boundaries. While jurisdictions around the world may have quite different purposes and traditions in their credit transfer systems, there is some common interest in using learning outcomes as the vehicle for enabling student mobility. Efforts to harmonize higher education outputs have a number of issues attached, including the way that disciplines and institutions describe their programs and their different needs to control that process as well as more fundamental issues regarding how tertiary education describes credit. The efforts of the Europeans to provide for student mobility across the continent and other countries to replicate or harmonize their policies with the Bologna and Tuning Processes provide some interesting opportunities for further discussion.

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***When these national higher education systems work with the same reference points they produce a "zone of mutual trust" that permits recognition of credentials across borders and significant international mobility for their students. (Adelman, 2009, p. viii).***

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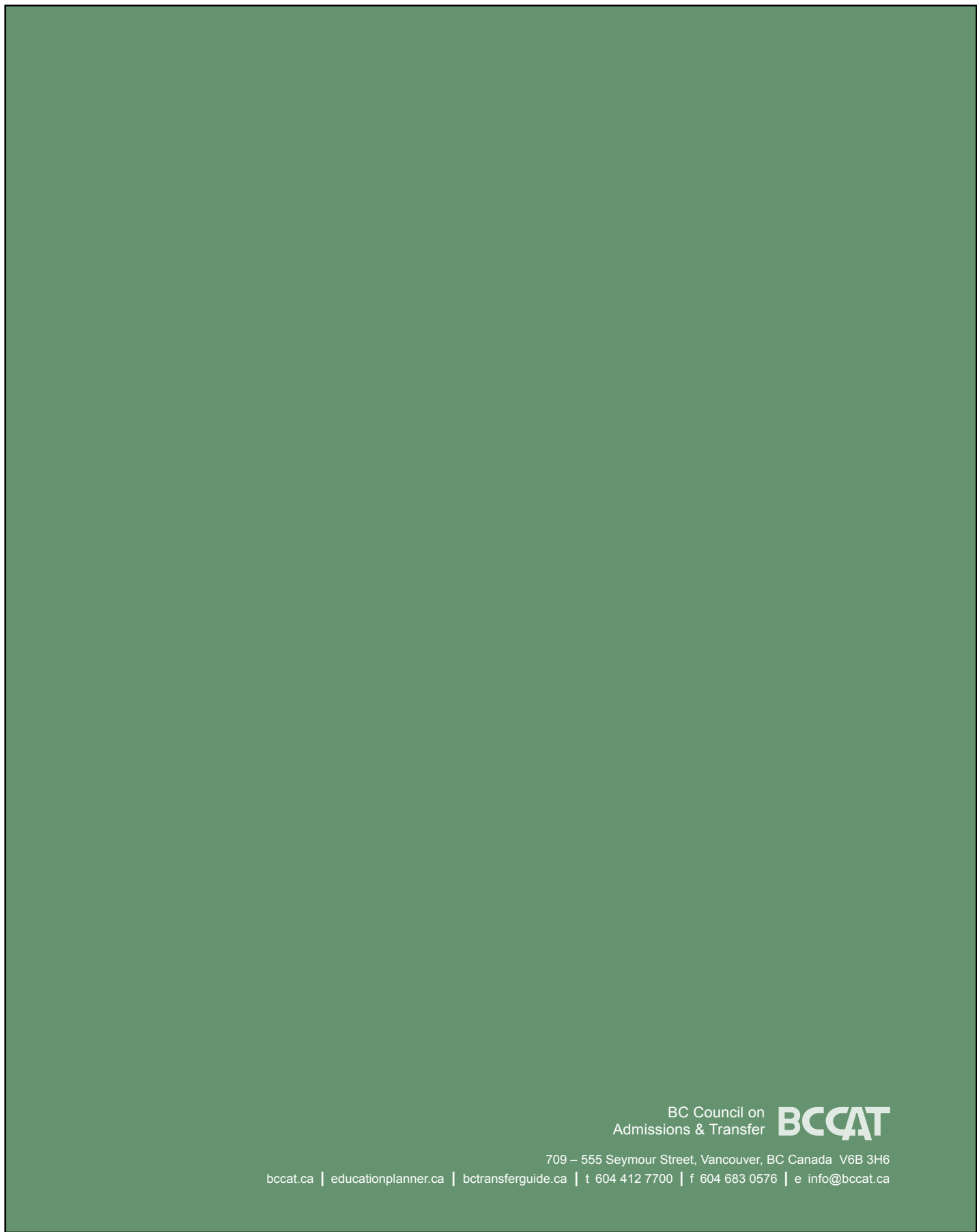
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### UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2013/14

| AREA REPRESENTED                                                                 | Terms of Office          | MEMBER                                                  |
|----------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------|
| <b>Voting Members</b>                                                            |                          |                                                         |
| Vice-Chair, University Secretary & Registrar (or designate)                      | On-going                 | Darren Francis (designate)                              |
| <i>9 faculty members approved by Senate, at least 2 from Senate</i>              |                          |                                                         |
| Faculty member of Senate                                                         | 08-01-2012 to 07-31-2015 | Maria Bos-Chan, Faculty of Access and Open Studies      |
| Faculty member of Senate                                                         | 08-01-2012 to 07-31-2015 | Steven Marsh, Faculty of Social Sciences                |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Les Stagg, Faculty of Professional Studies              |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Judy Larsen, Faculty of Access & Open Studies           |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Samantha Pattridge, Faculty of Humanities (Chair)       |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Eric Spalding, faculty of Social Sciences               |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Stan Manu, Faculty of Science                           |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Rod McLeod, Faculty of Trades & Technology              |
| Faculty                                                                          | 08-01-2012 to 07-31-2014 | Nancy Goad, Faculty of Health Sciences                  |
| Two deans or associate deans, approved by Senate                                 | 08-01-2012 to 07-31-2014 | Susan Fisher, Associate Dean, Students, College of Arts |
|                                                                                  | 08-01-2012 to 07-31-2015 | Sue Brigden, Faculty of Access & Open Studies           |
| One academic advisor                                                             | 08-01-2012 to 07-31-2014 | Rhonda Colwell                                          |
| One staff member, approved by Senate                                             | 08-01-2012 to 07-31-2014 | Simon Xi                                                |
| 2 undergraduate student, approved by Senate                                      | 08-01-2012 to 07-31-2014 | Jenna White                                             |
|                                                                                  | 08-01-2013 to 07-31-2015 | Anthony Iliev                                           |
| Director, Teaching and Learning                                                  | On-going                 | Maureen Wideman                                         |
| University Librarian (or designated librarian) (ex officio)                      | On-going                 | Heather Compeau (designate)                             |
| <b>Ex-Officio Non-Voting Member</b>                                              |                          |                                                         |
| Provost & Vice-President, Academic (or designate)                                | On-going                 | John English (designate)                                |
| Associate Vice-President, Research, Engagement & Graduate Studies (or designate) | On-going                 | Satwinder Bains (designate)                             |
| Executive Director, International Education                                      | On-going                 | David McGuire                                           |
| Senior Advisor on Indigenous Affairs                                             | On-going                 | Shirley Hardman                                         |
| Director, Enrolment Management                                                   | On-going                 | Vacant (Donna Alary - Ed leave)                         |
| Associate Vice-President Institutional Research and Planning                     | On-going                 | Vladimir Dvoracek                                       |
| <b>Administrative Support</b>                                                    |                          |                                                         |
| Office of the University Secretariat                                             |                          | Ashley Hoogendoorn                                      |

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

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



**UNDERGRADUATE EDUCATION COMMITTEE**

**TERMS OF REFERENCE**

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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.

Revisions approved at Senate 02-14-2014



## **UNDERGRADUATE EDUCATION COMMITTEE**

### **COMPOSITION**

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#### **Voting Members:**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, University Secretary & Registrar (or designate)
- 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)

#### **Ex Officio Non-Voting Members:**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies(or designate)
- Executive Director, International Education
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning
- Director, Institutional Research and Integrated Planning

#### **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.

Revisions approved at Senate 02-14-2014