UNDERGRADUATE EDUCATION COMMITTEE (UEC)
April 24, 2015 - 10:00 AM
A225

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

4 - 7 **2.1.** UEC draft minutes: March 27, 2015

MOTION: To approve the draft minutes as presented.

3. COURSE OUTLINES

8 - 13 **3.1. Library and Information Technology**
New course: LIBT 399, Advanced Topics in Library and Information Technology

MOTION: To approve the new LIBT 399 course outline as presented.

14 - 17 **3.2. Mathematics and Statistics**
Review with changes including total hours: MATH 415

MOTION: To approve the MATH 415 course outline as presented.

18 - 44 **3.3. Modern Languages**
New course: SPAN 280, Intermediate Spanish Practicum I
New course: SPAN 281, Intermediate Spanish Practicum II
New course: SPAN 320, Special Topics in Spanish Language
New course: SPAN 330, Special Topics in Hispanic Culture
New course: SPAN 340, Spanish Translation
New course: SPAN 350, Spanish Immersion
New course: SPAN 493, Directed Studies in Spanish
Changes including title and total hours: SPAN 380, 381

MOTION: To approve the SPAN course outlines as presented.

45 - 48 **3.4. Physics**
Changes including prerequisites, total hours, and course number: PHYS 275
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(formerly PHYS 175)

MOTION: To approve the PHYS 275 course outline as presented.

49 - 55 **3.5. Visual Arts**
Review with changes including prerequisites and discontinuation of cross-listing with ENGL: VA 165

MOTION: To approve the changes to VA 165 course outline, including discontinuation of the cross-listing with ENGL 165, as presented.

4. PROGRAMS

56 - 63 **4.1. English**
Change to program requirements: English Honours, majors (English Literature, Creative Writing concentration, and Writing and Rhetoric concentration), minor, and extended minor

MOTION: To approve the removal of ENGL 165 from the English Honours, majors, minor, and extended minor program requirements as presented.

64 **4.2. Social, Cultural, and Media Studies**
Change to program requirements: Latin American Studies minor and extended minor

MOTION: To approve the changes to the Latin American Studies minor and extended minor program requirements as presented.

65 - 69 **4.3. Geography and the Environment**
Change to program requirements: Physical Geography Honours

MOTION: To approve the changes to the Physical Geography Honours program requirements as presented.

70 - 78 **4.4. Mathematics and Statistics**
Change to entrance and program requirements: Data Analysis Post-degree certificate

MOTION: To approve the changes to the Data Analysis Post-degree certificate program requirements as presented.

MOTION: To recommend the changes to the Data Analysis Post-degree certificate entrance requirements as presented.

5. OTHER BUSINESS/DISCUSSION ITEMS

79 - 86 **5.1. Policy 101, Grading System**

MOTION: To recommend that the draft Grading System policy (101) be sent out for university-wide consultation.

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5.2. Policy Subcommittee report

87 - 106 **5.3. Review of Policy 21 procedures**

107 - 108 **5.4. Curriculum Quality Subcommittee report**

MOTION: To approve the UEC Curriculum Quality Subcommittee Terms of Reference as presented.

5.5. Admissions Subcommittee report

5.6. Transfer Credit Subcommittee report

6. INFORMATION ITEMS

109 - 110 **6.1. Revised UEC Terms of Reference**

6.2. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)

PHIL 250

6.3. Library and Information Technology

As indicated at a previous UEC meeting, LIBT 161 and 265 will remain at 1.5 credits; the 3-credit versions will be LIBT 162 and LIBT 266.

7. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

March 27, 2015
12:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Sue Brigden, Rod McLeod, Maria Bos-Chan, Steven Marsh, John English, Samantha Pattridge, Eric Spalding, Heather Compeau, Rhonda Colwell, Simon Xi, Nancy Goad, Darren Francis, Arlene Leon, Theresa Mulder
ABSENT:	Vlad Dvoracek, Peter Geller, Satwinder Bains, Shirley Hardman, Stan Manu, David McGuire, Anthony Iliev, Maureen Wideman, Kate McCulloch, Lisa Moy
GUESTS:	Chris Leach, Edward Lo, Cynthia Loten, Stephen Piper, Corinne Richardson, Sven van de Wetering
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: February 27, 2015

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSE OUTLINES

3.1. Computer Information Systems
Changes including prerequisites: COMP 381
Changes including prerequisites: CIS 385

MOTION:
To approve the COMP 381 and CIS 385 course outlines as amended:
- CIS 385 learning outcome #6 changed to "Apply different project selection methods using the strategic planning process."

CARRIED

3.2. Indigenous Peoples Knowlege
Changes including course number: IPK 344/ANTH 344/SOC 344 (formerly IPK 444/ATH 444/SOC 444)

MOTION:
To approve the IPK 344/ANTH 344/SOC 344 course outlines as amended:
- Remove the word "identify" from last learning outcome.

CARRIED

3.3. Mathematics and Statistics
Changes including prerequisites: STAT 270/MATH 270

MOTION:
To approve the STAT 270/MATH 270 course outlines as amended:
- Learning outcome #5 and #7: "~~Recognize~~ Identify..."

CARRIED

3.4. Psychology
Course reactivation with revisions: PSYC 100 (previously approved as PSYC 106)

MOTION:
To amend the UEC motion approving the new PSYC 106 course outline as presented on February 27, 2015, to approve reinstatement of the discontinued PSYC 100 as presented.
CARRIED

4. PROGRAMS

4.1. Arts
Change to program requirements: Bachelor of Arts

MOTION:
To approve the change to the Bachelor of Arts program requirements as presented, effective September 2015.
CARRIED

4.2. English
Change to program requirements: English major, Writing and Rhetoric concentration

MOTION:
To approve the changes to the English major, Writing and Rhetoric concentration program requirements as presented, effective September 2015.
CARRIED

4.3. Social, Cultural, and Media Studies
Change to program requirements: Latin American Studies minor and extended minor

The title of this course was incorrectly identified; the correct title is Soccer and Song in Latin America.

MOTION:
To approve the changes to the Latin American Studies minor and extended minor program requirements as presented, effective September 2015.
CARRIED

4.4. Adult Education
Change to entrance requirements: Bachelor of Arts (Adult Education)

An editorial change was suggested to the "How to apply" section.

MOTION:

To recommend the changes to the Bachelor of Arts (Adult Education) as amended:

- How to apply, #2: "You will be advised of an admission decision and ~~Upon admission,~~ you will be provided with registration information."

CARRIED

4.5. History

Change to program requirements: History major, extended minor, and minor

The proposal includes the removal of ENGL 233 and 234, but these should be retained since they are still cross-listed with THEA 203 and 204.

MOTION:
To approve the changes to the History major, extended minor, and minor program requirements as presented, effective September 2015.
CARRIED

4.6. Sociology

Change to program requirements: Sociology major, Social Research concentration

MOTION:
To approve the changes to the Sociology major, Social Research concentration program requirements as presented, effective September 2015.
CARRIED

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Qualifying Studies Basis of Admission Flowchart

This flowchart indicates how students will enter the institution, largely based on English proficiency. There has been some confusion about the program paths; former path students will now begin in Qualifying Studies (QS). QS students will be limited to 30 credits, but this is not intended to be punitive; waivers can be obtained if required. Mandatory advising will also be a component of Qualifying Studies.

Once this approach has been approved, OReg will establish an implementation team to determine how to roll this out. There are not currently enough advisors to meet one-on-one with all students in the program paths; the mandatory advising may initially take other forms, such as group advising, online chats, Skype sessions, etc.

Some minor suggestions for changes were made, particularly regarding selective entry programs; S. Brigden will make the discussed revisions prior to submission to Senate.

MOTION:
That UEC accept the Basis of Admission Flowchart and recommend it to Senate for further discussion and decision.
CARRIED

5.2. Indigenous Studies Curriculum Committee

A proposal for an Indigenous Studies Curriculum Committee (ISCC) was presented. Part of the reason for this committee is that separate Indigenous committees have been created within various faculties, rather than one overall committee.The proposed committee is not connected to any Senate standing committees.

There were some concerns with this proposal, particularly regarding the wording that the ISCC will work "in parallel with UEC". There may also have been some miscommunication as to whether this committee will report back to the individual faculty councils, or will operate independently. UEC suggested that the ISCC should operate "in consultation with UEC", and that it should report to UEC. Perhaps UEC should also be represented on the committee.

Although this is good movement in the right direction, clarification on some points will be required. R. McLeod (UEC Chair), D. Francis (UEC Vice Chair) and A. Grimson (UEC Assistant) will meet with K. Brealey (proponent) to further discuss this committee.

5.3. Report from APPC

R. McLeod provided an update on recent APPC meetings. The last meeting focused primarily on the Writing Centre, with discussion centering on the process of discontinuance and consultation. One particular item of discussion was the definition of "centre" and whether the Writing Centre fits the definition of centres that fall under APPC's purview. Conclusion of this discussion has been postponed to an extraordinary APPC meeting on April 1, 2015.

5.4. Admissions Subcommittee report

There was no report from this subcommittee.

5.5. Transfer Credit Subcommittee report

There was no report from this subcommittee.

5.6. Policy Subcommittee report

The Policy Subcommittee is continuing work on Policy 105 (Assignment of Course Credit), and is beginning work on Policy 101 (Grading System).

6. INFORMATION ITEMS

6.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
BUS 227, 326, 349/ECON 349

7. ADJOURNMENT

UNIVERSITY OF THE FRASER VALLEY
LIBRARY & INFORMATION TECHNOLOGY

Date: February 11, 2015

TO: Dr. Tracy Ryder Glass
Dean, Faculty of Professional Studies

Professional Studies Faculty Council

From: Dr. Kenneth D. Gariepy
Department Head, Library & Information Technology

Subject: Proposal for new course: LIBT 399 - Advanced Topics in Library and Information Technology

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Rationale for the Course

The LibIT Department proposes a new course, **LIBT 399 - Advanced Topics in Library and Information Technology**. It is a three-credit, senior-level, project-based course that focuses on specific topics(s) of study relating to library work and/or information and technology studies (LIBT).

The course would help address the needs of students preparing for a knowledge-driven economy by taking up themes and topics that relate to knowledge-rich work as described by the OECD.[1] This type of work emphasizes the development of intra-personal skills, especially teamwork, self-management, problem-solving, and communication skills, as ways of applying information and communication technologies. As such, the course would offer an opportunity for interdisciplinary study that emphasizes the development and strengthening of less 'traditional' (i.e., library-related) learning outcomes. The Dept. believes this is one way of helping to improve students' marketability in an increasingly tight labour market where employment opportunities are often outside libraries, archives, and other publicly-funded information centres. This is in keeping with the emerging outcomes of the Program & Unit Reviews.

LibIT faculty possess a wide range of knowledge, expertise, and interests that could be leveraged to support various advanced topics within the course. The course would also provide students with an opportunity to learn from non-LibIT faculty, visiting professors, sessional instructors, guest lecturers, practitioners, and others who are willing to share non-traditional, industry-level expertise on topics such as

- coalition building through community-led programming;
- management of intellectual capital;

[1] OECD.(2001). *Competencies for the knowledge driven economy*. Retrieved from http://www.oecd.org/innovation/research/1842070.pdf

- intellectual freedom, social responsibility, and reflective practice; and
- knowledge and service collaborations with Indigenous communities.

The potential for co-teaching across departments within and outside Professional Studies and the development of interdisciplinary topics is already being explored. For example, a LibIT and a School of Business professor are discussing the possibility of cross-listing LIBT 399 with BUS 307 or 390 to deliver an advanced course that would introduce students to the notions of 'place' and 'place-making' as they relate to program and business development in local communities.

Fit with Existing LibIT Programs

The course would provide students with upper-level elective credits that can be applied towards either the Diploma in Library and Information Technology or the Library Technician Post-Diploma Certificate. It would also be open to students across the University who have already earned 30 credits or who do not hold 30 credits but have the instructor's permission to register.

Alignment among Learning Outcomes

Table 1 illustrates some of the important ways in which the outcomes of the proposed course align with both the Institutional Learning Outcomes (ILOs) and the *Guidelines for the Education of Library Technicians,*[2] which are the bases of LibIT programs.

[2] Canadian Library Association. (2011). *Guidelines for the education of library technicians.* Retrieved from http://www.cla.ca/Content/NavigationMenu/CLAatWork/InterestGroups/LibraryTechnicians/CLA_LTIG_guidelines.pdf

Table 1. Alignment among Course-level Learning Outcomes, the ILOs, and the CLA's *Guidelines*[3]

Course-level Learning Outcomes	ILOs	CLA Guidelines

• Through secondary literature and learning activities, students will be exposed to problems of practice
• Solve potential problems associated with the development and completion of the project
	Initiate inquiries and develop solutions to problems	• Broadening students' "general knowledge"
		• "Excellent abilities" in terms of
		  • Analytical skills
		  • Independent and team work
		  • Interpersonal interactions
		  • Flexibility

• Apply learning acquired from other courses and personal experiences to the project
• Take a critical approach to examining existing knowledge and literature relating to the project
	Analyze critically and imaginatively	• "Excellent abilities" in terms of
		  • Analytical skills
		  • Flexibility
		• Use specialized resources for finding information in selected areas (e.g., health)
		• Compile bibliographies on defined subjects

• Gather and organize information for the purpose of creating a group project
• Take a critical approach to examining existing knowledge and literature relating to the project
	Demonstrate information competency	• "Excellent abilities" in terms of
		  • Analytical skills
		  • Independent and team work
		  • Flexibility

• Academic writing and public speaking	Communicate effectively	• "Excellent abilities" in terms of
		  • Communication
		  • Interpersonal interactions
		  • Independent and team work

• Assess the success of group interactions through self-reflection and peer evaluation	Pursue self-motivated and selfreflective learning	• Possess the human relations skills needed to participate as team members and to assume supervisory responsibilities as well as to interact effectively with library users

[3] Because the *Guidelines* emphasize 'traditional' skills, the degree to which they will align with LIBT 399 outcomes will vary, depending on the topic(s) addressed in specific iterations of the course.

Requirements beyond the Discipline

The course will not be required beyond the discipline of LIBT.

Consultation with Program Areas

As mentioned, there are ongoing discussions between a faculty member in LibiT and the School of Business regarding the feasibility of cross-listing the course for a specific topic.

Discipline Designation

No new disciplinary designation is required.

Considerations for Indigenization

As suggested in the draft of the Official Course Outline, LIBT 399 would provide space for Indigenous topics such as knowledge and service collaborations with Indigenous communities.

Eligibility for PLAR

The course would be eligible for PLAR.

Budget Implications

The Dept. does not anticipate any negative budget implications associated with the course. Offered only occasionally, it would be taught by Type B faculty as part of their regular workloads. In cases where the course might be cross-listed, being the home department, LibIT would receive its regular share of tuition revenue. If the course is co-taught with another faculty member, the assumption is that it would count as 0.5 section workload for each instructor.

Precedents within the Faculty of Professional Studies for the class-size limit are BUS 390 and ADED 330.

The course would not require resources beyond what UFV already provides (i.e., existing classroom and lab space, the University Library, and Blackboard).

Field Trips

Local field trips may be required for specific iterations of the course. Field trips are already part of three other courses in the Diploma Program: LIBT 161 - Work Place Site Visits, LIBT 265 - Work Experience Practicum, and LIBT 270 - Archival Techniques, when it is offered on campus. In cases where a field trip is required, students would be notified in the timetable. As in the other courses, costs would be incurred by students.

Typical Costs to Students

Costs to students for materials will vary depending upon the instructor's selection of resources (e.g., textbooks, journal articles, etc.) and whether a field trip is required. In some iterations, for example where required readings are supplied online, no additional costs would apply.

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: LIBT 399	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Advanced Topics in Library and Information Technology **Course Short Title (if title exceeds 30 characters):** Advanced Topics	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Library and Information Technology

Calendar Description:

Offered on an occasional basis, this senior-level, project-based course focuses on specific topics(s) of study relating to library work and/or information and technology studies. The course is offered only when funding is available and sufficient student interest is demonstrated.

Prerequisites (or NONE):	30 university-level credits or permission of the instructor
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours:45

Typical structure of instructional hours:

Lecture hours	15
Seminars/tutorials/workshops	30
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics

Will the course be offered with different topics?
☒ Yes ☐ No

If yes, different lettered courses may be taken for credit:
☐ No ☒ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

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

Department / Program Head or Director: Dr. Kenneth D. Gariepy	**Date approved:**	2015-02-11
Faculty Council approval	**Date approved:**	2015-02-20
Campus-Wide Consultation (CWC)	**Date of posting:**	
Dean/Associate VP: Dr. Tracy Ryder Glass	**Date approved:**	2015-02-20
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	

Learning Outcomes

Upon successful completion of the course, students will be able to

1. develop a group project relating to the topic of study;
2. solve potential problems associated with the development and completion of the project;
3. critique existing knowledge and literature relating to the project;
4. apply learning acquired from other courses and personal experiences to the project; and
5. assess the success of group interactions through self-reflection and peer evaluation.

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)

Readings, problem solving in small groups, class discussions, presentations, lab activities, self- and peer assessment.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.			☐		
2.			☐		
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Assignment 1: Annotated bibliography and project plan (20%)

Assignment 2: Group Project (40%)

Assignment 3: Group Project Presentation (20%)

Assignment 4: Self- and peer evaluation (20%)

Typical Course Content and Topics

1. Advanced topics in information and society (e.g., community-led libraries, libraries and public space, Indigenous collaborations)
2. Advanced topics in information services (e.g., legal, business, investment, or consumer health information)
3. Advanced topics in knowledge organization (e.g., management of intellectual capital)

Memo for Course Changes

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Cynthia Loten

Date: Feb 12, 2105

Subject: Proposal for revision of (insert title of course)

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change: *The total hours were changed to reflect the standard number of hours for a 3 credit course and fix a clerical error. The actual lecture hours remain unchanged. The prerequisites are the unchanged -- we have just edited the presentation of those prerequisites to fit the current guidelines. The learning outcomes and calendar description have also been edited according to current standards.*
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): *N/A*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *N/A*
5. Which program areas have been consulted about the change(s)? *None.*
6. What consideration has been given to indigenizing the curriculum? *No new opportunities are apparent in this course, beyond those which reflect the more general efforts of the department.*
7. If this course is not eligible for PLAR, explain why: *N/A*
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: *N/A*
   a. Credit value
   b. Class size limit
   c. Frequency of offering

d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? *No.*

10. Estimate of the typical costs for this course, including textbooks and other materials: *Tuition + textbook (approx. $100).*

CWC comment and response:

- Are there more recent texts that can/should be included?
  The texts included are all classics and form a useful reference list. We have included a newer text.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2005
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MATH 415 **Number of Credits:** 3 Course credit policy (105)

Course Full Title: Ordinary Differential Equations II
Course Short Title (if title exceeds 30 characters): ODEs II

Faculty: Faculty of Science | **Department (or program if no department):** Mathematics and Statistics

Calendar Description:

Qualitative properties of differential equations and systems of differential equations. Existence and uniqueness theorems for nonlinear systems, iterative techniques to approximate solutions, oscillation and comparison theorems for second-order linear equations, matrix techniques for linear systems, diffeomorphisms for nonlinear systems, and Lyapunov functions.

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

Prerequisites (or NONE):	**MATH 211, one of (MATH 214 or MATH 265), MATH 255, and one of (MATH 152 or MATH 221).**
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**45**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

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

Department / Program Head or Director: Cynthia Loten	**Date approved:** September 30, 2005
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

On completion of the course, the successful student will be able to:
1. Discuss the proofs and relevance of fundamental theorems, for example, uniqueness under Lipschitz continuity;
2. Determine qualitative properties of zeroes of solutions;
3. Use diffeomorphisms to analyse local behaviour of nonlinear systems.
4. Construct Lyapunov functions to prove stability.
5. Convert a differential equation to an equivalent integral equation and solve by Picard iteration.

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)

Primarily lecture based

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Arnol'd, V.I.	Ordinary differential equations	☐	Springer-Verlag	1978
2.	Birkhoff, G., G.-C. Rota	Ordinary differential equations	☐	Wiley	1989
3.	Hirsch, M.W., S. Smale	Differential equations, dynamical systems, and linear algebra	☐	Academic Press	1974
4.	Simmons, G.W.	Differential equations with applications and historical notes	☐	McGraw-Hill	1991
5.	Waltman, P.	A second course in elementary differential equations	☐	Dover	2004

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	40%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary): Students must achieve at least 40% on the final exam in order to receive credit for this course.

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

Typical Course Content and Topics

1. Existence theorem, Lipschitz condition, uniqueness theorem for first order nonlinear systems.
2. Sturm oscillation and separation theorems for approximate behaviour of zeroes of second order linear equations.
3. Matrix methods for linear systems, exponential of a matrix, classification of critical points using eigenvalues.
4. Study of critical points of nonlinear systems by diffeomorphism to linear systems.
5. Lyapunov functions, energy estimates.
6. Equivalent integral equations, Picard iteration, contraction mappings.

Memo for New Courses

To: College of Arts Curriculum Committee (CACC), Undergraduate Education Committee (UEC), Jacqueline Nolte (Dean of Arts).

From: Teresa Arróliga-Piper, Spanish Instructor and MOLA Department Head

Date: January 29th 2015

Subject: Proposal for new courses - SPAN 280 Intermediate Spanish Practicum I & SPAN 281 Intermediate Spanish Practicum II

1. Rationale for new course:

   The two new lower-level Spanish practicum courses are proposed to give lower-level Spanish students the opportunity to earn experiential learning credits at the second year level. At this time, only students who have already completed Spanish at the second year level at UFV are able to earn 3rd year Spanish practicum credits. However, more and more students who have finished SPAN 101 and/or SPAN 102 have been accepted to go to Barcelona as interns in the English Language Assistant program and these students want to earn Spanish practicum credits while doing their internships.

   SPAN 280 & SPAN 281 fill an unmet need of lower-level Spanish students to receive credit for experiential learning in which they can achieve a level of fluency that cannot be taught in the classroom. At the same time, they will become familiar with the workplace norms of Hispanic societies. Students will also improve their ability to self-teach Spanish through a variety of problem-solving strategies.

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

   This is a logical program addition at little or no cost to UFV. There are already students working as volunteers in Spanish-speaking environments (e.g. Fraser Valley school Spanish classes, with the Ministry of Education in Barcelona, Spain, and overseas NGOs). These courses will provide recognition of their language learning. The courses will count toward the Spanish Proficiency Certificates, Latin American Studies degrees, the BA in GDS, and eventually toward degrees in Spanish, when introduced.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

   The course learning outcomes are consonant with the program learning outcomes, both those related to language fluency and those related to cultural competence.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

   These courses are not required by any other programs but could be counted toward degrees in LAS and GDS.

5. Which program areas have been consulted about the course?

   LAS, GDS

6. If a new discipline designation is required, explain why:

   N/A

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

   When students are placed in NGOs serving Indigenous populations (e.g. with partners in Chiapas or Oaxaca, Mexico), this will be central to the learning achieved in the course.

8. If this course is not eligible for PLAR, explain why:

   N/A

9. Explain how each of the following will affect the budget for your area or any other area:

   a. Credit value – 3 (280), 6 (281)

   b. Class size limit - 6

   c. Frequency of offering – independent studies (as required by students and as faculty are available)

   d. Resources required (labs, equipment)

   There should be no budgetary effect. SPAN 280 and SPAN 281 will be offered as Independent Study Courses every academic year if there is student demand. Students will receive credit for experiential learning in Spanish speaking communities or Hispanic countries in which they can achieve a level of fluency that cannot be taught in the classroom.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    These courses are delivered through independent studies. There are no scheduled field trips, but these may occur as a consequence of the activities of the workplace. The costs of any such activities are borne entirely by the student, unless they are subsidized by the employer.

11. Estimate of the typical costs for this course, including textbooks and other materials:

    Costs for the courses (beyond tuition) may vary tremendously depending on the location of the placement. The student will be responsible for paying all costs, including transportation, room and board.

ORIGINAL COURSE IMPLEMENTATION DATE: May 2015
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 280	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Intermediate Spanish Practicum I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** MOLA

Calendar Description:

An opportunity for students to improve their Spanish through practical experience in a workplace. Usually requires a minimum of 120 hours paid or volunteer work experience entirely, or almost entirely, in Spanish. With permission, this course may be taken concurrently with another practicum or internship.

Prerequisites (or NONE):	(SPAN 101 or SPAN 102) and departmental permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 140
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	120
Online learning activities	
Other contact hours:	
Total	**140**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6 or more as approved by the Dean of Arts

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:** November 15, 2013
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- demonstrate improved fluency in oral and written communication at the intermediate level (CEFR level A2 or higher) over the course of the internship
- participate effectively in normal workplace interactions in Spanish
- perceive and act in accordance with culturally specific workplace expectations
- identify the differences between Canadian and Hispanic cultural practices and understandings
- use vocabulary and grammar particular to the type of work and the location of the workplace
- communicate in Spanish in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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)

A benchmark will be set by a pre-departure examination. Student learning will be assessed in comparison to this benchmark, through assignments, reports and post-practicum examination. Students will keep a written record (journal) of their language learning goals, challenges and achievements. They will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email or social media if the student is overseas. Structured tasks may be assigned to the student each week. Students going abroad must attend a pre-departure orientation and a post-return evaluation session with the International Education Department.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kendris, C. and T. Kendris	501 Spanish Verbs, 7th ed.	☒	Barron's Educational Series	2013
2.	Santamaria Iglesias, E. and H. Jones	En Activo: Practical Business Spanish	☒	Routledge.	2008
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

Typical Evaluation Methods and Weighting

Oral exam:	20%	Weekly Reports:	20%	Journal:	20%	Supervisor's Report:	20%
Final Report:	**20**%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Students will work 1-2 days per week in a Spanish-speaking workplace for a full term or the equivalent number of hours for a shorter or longer period of time. For example, a student might spend 3 evenings a week working with Spanish-speaking immigrants. Tasks and schedule will be determined by the needs of the workplace host, the abilities and availability of the student, and the learning requirements of the course as determined by the academic supervisor. Each week, the student will report on new vocabulary, grammatical structures, workplace norms, etc., as well as on workplace challenges and strategies for overcoming them.

ORIGINAL COURSE IMPLEMENTATION DATE: May 2015
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 281	**Number of Credits: 6** Course credit policy (105)
Course Full Title: Intermediate Spanish Practicum II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** MOLA

Calendar Description:

An opportunity for students to improve their Spanish through extended practical experience in a workplace. Usually requires a minimum of 240 hours paid or volunteer work experience entirely, or almost entirely, in Spanish. With permission, this course may be taken concurrently with another practicum or internship.

Prerequisites (or NONE):	(SPAN 101 or SPAN 102) and departmental permission,
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 260
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	240
Online learning activities	
Other contact hours:	
Total	**260**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6 or more as approved by the Dean of Arts

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:** November 15, 2013
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- demonstrate significantly improved fluency in oral and written communication at the intermediate level (CEFR level A2 or higher) over the course of the internship
- participate effectively in normal workplace interactions in Spanish
- perceive and act in accordance with culturally specific workplace expectations
- identify the differences between Canadian and Hispanic cultural practices and understandings
- use vocabulary and grammar particular to the type of work and the location of the workplace
- communicate in Spanish in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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)

A benchmark will be set by a pre-departure examination. Student learning will be assessed in comparison to this benchmark, through assignments, reports and post-practicum examination. Students will keep a written record (journal) of their language learning goals, challenges and achievements. They will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email or social media if the student is overseas. Structured tasks may be assigned to the student each week. Students going abroad must attend a pre-departure orientation and a post-return evaluation session with the International Education Department.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kendris, C. and T. Kendris	501 Spanish Verbs, 7th ed.	☒	Barron's Educational Series	2013
2.	Santamaria Iglesias, E. and H. Jones	En Activo: Practical Business Spanish	☒	Routledge.	2008
3.		Collins Spanish Dictionary, 9th ed.	☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

Typical Evaluation Methods and Weighting

Oral exam:	20%	Weekly Reports:	20%	Journal:	20%	Supervisor's Report:	20%
Final Report:	**20**%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Students will work 2-3 days per week in a Spanish-speaking workplace for a full term or the equivalent number of hours for a shorter or longer period of time. For example, a student might work each morning (Monday – Friday) as a Spanish language assistant in a school. Tasks and schedule will be determined by the needs of the workplace host, the abilities and availability of the student, and the learning requirements of the course as determined by the academic supervisor. Each week, the student will report on new vocabulary, grammatical structures, workplace norms, etc., as well as on workplace challenges and strategies for overcoming them.

Memo for New Course

To: CWC, CACC, CAC, UEC

From: Teresa Arrôliga-Piper (Department Head, Modern Languages)

Date: 28 October 2014

Subject: Proposal for new SPAN courses

- **SPAN 320 Special Topics in Spanish Language**
- **SPAN 330 Special Topics in Hispanic Culture**
- **SPAN 340 Spanish Translation**
- **SPAN 350 ~~Study~~ ~~Abroad~~ Spanish Immersion**
- ~~**SPAN 351 Transfer Credit**~~
- **SPAN ~~492~~ 493 Directed Studies in Spanish**

1. Rationale for new courses:

   UFV has recently signed student exchange agreements with universities in Mexico and Spain. We are also developing inter-institutional cooperation relationships with nearby post-secondary institutions. (Discussions have progressed furthest with Kwantlen; we now recognize each other's upper level courses. The next stage will be to approve a common panel of courses across both institutions.) Approval of the proposed courses will allow us to rotate 4 courses through our upper-level offerings every 2 years and to transfer credit for students who have taken courses elsewhere. All of the courses except SPAN 340, Spanish Translation, are special topic or shell courses which can be used as vehicles for a variety of subject matters. It is important that we distinguish between studies at local institutions (351 – Transfer Credit) and study at Spanish language universities (350 – ~~Study Abroad~~Spanish Immersion) and that we recognize the latter on student transcripts. Study abroad provides a far richer cultural and linguistic experience and does more to further UFV's internationalization goals. SPAN 340, Spanish Translation, is the only course being proposed that has specific content. It is a standard course in most language programs and does much to polish students' language skills and understanding. It is expected that this course will mostly be offered as directed studies unless we are able to gather enough students from various BC institutions to fill a section. SPAN 492 fills the double role of allowing students to undertake study of an area not covered in other course offerings and to acquire 2 credits when they are 1 or 2 credits short of graduation requirements.

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

   These courses will count toward the Spanish Proficiency Certificates, and degrees in Latin American Studies and Global Development Studies.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

   These courses address all of the advanced level learning objectives for the Spanish program.

A UFV Graduate with an Advanced Proficiency Certificate in Spanish will be able to:

1. Engage in conversations, interact with Spanish speaking people with confidence and accuracy, providing and obtaining information, and handling spontaneous conversations in daily-life situations.
2. Understand and interpret written and spoken Spanish on a variety of topics, and present information, concepts, and ideas to an audience of listeners or readers.
3. Produce clear, detailed text on a limited range of subjects and explain viewpoints on a given topical issue, using complex grammatical functions with considerable skill in the indicative and the subjunctive moods.
4. Identify and understand the main characters, ideas, themes and significant details when reading authentic literary texts.
5. Read and understand authentic Spanish cultural and literary texts at an introductory academic level.
6. Write about events and real or fictional experiences in a detailed and readable way.
7. Recognize their own errors in writing and use self-correction as a strategy to use Spanish more accurately.
8. Identify famous people, works of art, or works of literature from the Spanish speaking world.
9. Identify and use main ideas and details from connected aural discourse involving description and narration in different time frames or aspects, and about a variety of topics beyond immediacy of the situation for communicative purposes.
10. Compare and contrast their values, behaviours and worldviews with those of Spanish speakers.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

   These courses are electives, but are not required by any other programs.

5. Which program areas have been consulted about the course?

   Modern Languages, Latin American Studies, Global Development Studies.

6. If a new discipline designation is required, explain why:

   N/A

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

   Most of the iterations of all of these courses will contain indigenous content because of the nature of the Spanish language and Hispanic culture.

8. If this course is not eligible for PLAR, explain why:

   N/A

9. Explain how each of the following will affect the budget for your area or any other area:
    a. Credit value: Standard for classes at this level.
    b. Class size limit: Standard for classes at this level.
    c. Frequency of offering: Falls into regular rotation, DS, or transfer credit.
    d. Resources required (labs, equipment): None

    There will be no budgetary effect.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    No field trips required.

11. Estimate of the typical costs for this course, including textbooks and other materials:

    Tuition plus about $100 per course for books. Study at other institutions will require students to pay for transportation and accommodation costs.

UEC Screening Committee Questions and Responses

General comments:

1. Prerequisites should specify "SPAN 201 and 202"; is the 300-level course a SPAN course, or any 300-level course?
   - Changes made to course outlines.

2. "or permission of the instructor" should be removed from prerequisites, as this is always an option
   - Changes made to course outlines.

3. Some double verbs in the learning outcomes (such as "discuss and debate"): suggest separating into two outcomes, or selecting a single verb (usually the higher-level verb)
   - Changes made to course outlines where appropriate. However, verb pairs like "compare and contrast" are in standard usage because they are meaningful (i.e. both similarities and differences are to be expressed). Other verb pairs like "prepare and use" are distinct, but they link complementary outcomes into a single, economical statement. To separate these into distinct outcomes would only make the course outline unnecessarily wordy and repetitive.

4. The memo indicates that most of these courses will only be used for transfer credit; is there a reason 3XX is not acceptable?
   - Sorry if the memo is not clear. Only SPAN 350 is intended as a vehicle for transfer of credit from overseas partner institutions. SPAN 320, 330, and 492 (493) are Special Topics/Directed Studies courses intended for instruction at UFV. Having a limited number of broadly defined courses will permit us to offer a range of topics without unreasonably expanding our course list. We do hope that we can enter into agreements with other institutions (e.g. Kwantlen, which has already recognized our upper-level for transfer credit) that will allow us to share students and instructional responsibilities.
   - A course cannot be established with a 3xx designation. 3xx is acceptable as a designation for transfer credit only as a last resort (only one step above general academic credit). This is not the best designation on a transcript for students. 3xx alone connotes little meaning for the reader of the transcript and leaves the student to explain it forever. It costs us nothing to create and recognize more accurate equivalencies. Doing so gives our graduates better transcripts that may lead to greater success. Completing a course in another language is a significant achievement. The course title, "Spanish Immersion", was suggested by the Associate Dean of Arts and CACC as an appropriate way of recognizing this.
   - SPAN 350 will be an elective for the Latin American Studies degrees. It is not clear how LAS would list SPAN 3xx as an elective.

SPAN 320:

5. First learning outcome should specify "advanced level Spanish communication skills"
   - Change made to course outline.

SPAN 340:

6. Frequency of offering is unusual, and should be more specific than "occasionally"
   - Change made to course outline. This is a core course within most Spanish degree programs. We will offer it as a regular course, if funding permits. Otherwise, the course will be available as directed studies.

7. Can the structure of hours be articulated?
    - Changes made to course outline.

SPAN 350:

8. Typical structure of hours needs to be filled out
    - Change made to course outline.

9. Evaluation needs to be filled out
    - Change made to course outline.

Prerequisites include permission of the Modern Languages department head. Permission will not be granted until the course has been reviewed by Spanish faculty to ensure that the course meets UFV standards. Thus far, I have visited 2 universities in Mexico to inspect their facilities, observe their teaching methods and review their courses. One of these universities, the Instituto Tecnológico de Monterrey, is a priority institution for International Ed. Geoffrey Spurling has visited 4 universities in Spain with which International Ed has established partnerships. I am in touch with the Institutional Relations Officer at the Universitat Autónoma de Barcelona (one of the 4) and I will review course outlines before we approve any courses for transfer.

SPAN ~~492~~493:

10. A 2-credit directed study course is unusual; should this be 3 credits?
    - Changed to 3 credits on course outline; Course number changed to SPAN 493; Instructional hours changed

11. Frequency of offering (”on demand”) may give the impression that students can request it at will
    - Changed to annually

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 320 **Number of Credits:** 4

Course Full Title: Special Topics in Spanish Language
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities | **Department (or program if no department):** Modern Languages

Calendar Description:

Topics will vary and may include, but are not limited to, Spanish for business, Spanish for health care, slang and street Spanish, creative writing in Spanish, and Spanish for NGOs. The course is taught in Spanish.

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

Prerequisites (or NONE):	SPAN 201, SPAN 202, and one 300-level SPAN course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	26
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	14
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☒ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☒ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 26

Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every 2 years

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Apply advanced level Spanish communication skills in the special topic area.
- Debate substantive issues in the special topic area in appropriate Spanish.
- Compare and contrast the regional Spanish language variations in the special topic area.
- Demonstrate significant cultural awareness and sensitivity in the special topic area.

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, group work, individual and group presentations, possible field trips, seminars role playing, extensive exercises.

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Patricia Rush, Patricia Houston	Spanish for Health Care (textbook)	2nd	Pearson	2011
2.	Patricia Rush, Patricia Houston	Spanish for Health Care (workbook)	2nd	Pearson	2011
3.	Robert O. Chase, Clarisa B. Medina de Chase	An Introduction to Spanish for Health Care Workers: Communication and Culture	4th	Yale University	2014
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	30%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	20%	Lab work:	%	Field experience:	%	Seminars:	10%
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 (if taught as Spanish for Health Care)

- The human body – Anatomy and physiology
- The interview – Taking a medical history, cultural sensitivity, ethics
- Terminology – polite and common words
- The physical exam
- Common ailments and serious diseases, symptoms
- Food and nutrition
- First aid
- Maternity and pediatrics
- Men's health
- Geriatrics
- Mental health and counselling skills
- Public health – Social and preventive medicine
- The doctor's office, the hospital, emergency
- Administration
- Working with other health care professionals
- Writing for health care workers.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 330	**Number of Credits:** 4
Course Full Title: Special Topics in Hispanic Culture **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

Topics will vary and may include, but are not limited to, music in Latin America, social conflict and testimonial literature, film and society, the cultural impact of religion, literature and history, and aspects of popular culture. The course is taught in Spanish.

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

Prerequisites (or NONE):	SPAN 201, SPAN 202, and one 300-level SPAN course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	20
Seminars/tutorials/workshops	26
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	14
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☒ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☒ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 26

Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every 2 years

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Identify essential characteristics of Hispanic traditions, art, and/or cultural expressions.
- Demonstrate a command of substantive knowledge of the topic.
- Engage in educated debate about the topic (in Spanish)
- Compare and contrast cultural specificities of different regions
- Compare and contrast the regional Spanish language variations.
- Demonstrate significant cultural awareness of an aspect of the Hispanic world.

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, group work, individual and group presentations, possible field trips, seminars.

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Dale Olsen, Daniel Sheehy	The Garland Handbook of Latin American Music	2nd	Routledge	2014
2.	Isabelle Leymarie	La música latinoamericana: ritmos y danzas de un continente	☐	Ediciones B	1997
3.	Walter Aaron Clark	From Tejano to Tango: Essays on Latin American Popular Music	☐	Routledge	2002
4.	Robin Moore, Walter Aaron Clark	Musics of Latin America	☐	W.W. Norton	2012
5.	Various	Articles from UFV journal collection, especially the Latin American Music Review	☐		

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	30%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	20%	Lab work:	%	Field experience:	%	Seminars:	10%
Other:	%	Other:	%	Other:	%	Total:	100%

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

Typical Course Content and Topics (if taught as Music in Latin America)

- Musical Roots: Spain, Roma, Northern Europe, Africa, the Middle East, Indigenous traditions
- Mexico
  - Mariachi
  - Jarocho
  - Norteño, corrido, banda, ranchera
  - Narcocorridos
- Cuba and the Caribbean
  - Mambo, cha-cha, salsa
  - Son
  - Merengue, bachata
  - Reggaeton
  - Cumbia
- Los Andes
- Brazil
  - Bossa Nova
  - Samba
  - Capoeira
- Argentina and the Tango
- El Norte
  - Latin music and dance crazes
  - Carmen Miranda
  - Music of the Frontera
- Revolutionary music
  - Nueva trova, nueva canción,
  - Misa Campesina
- Contemporary music
  - Rock n' roll, pop, hip-hop/rap, goth, punk, post-punk
  - Fusion: Café Tacuba, IMS

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 340 **Number of Credits:** 4

Course Full Title: Spanish Translation
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities | **Department (or program if no department):** Modern Languages

Calendar Description:

A practical, advanced-level course that introduces different aspects of translation theory and practice. Students will improve their control of the language by transferring concepts from one language to the other and reinforce their knowledge and use of the language and culture by translating and analyzing different texts.

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

Prerequisites (or NONE):	SPAN 201, SPAN 202, and one 300-level SPAN course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	25
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	10
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 26

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Divide a text into translation units in both English and Spanish.
- Understand and carry out the three main stages of the translation process (preparation, translation, and diagnosis)
- Differentiate between stylistic, formal, denotative and connotative aspects within a text.
- Identify differences in registers and context in a variety of documents.
- Prepare and use a style-sheet for translation, editing, and proofreading.
- Use technology (equipment and software) for translation and interpretation.
- Make high quality translations, reflecting growing cross-cultural awareness, of texts of moderate difficulty in a variety of genres.
- Apply a code of ethics for translators, including the concepts of impartiality, confidentiality, and conflict of interest.
- Use appropriate technical vocabulary to discuss translation and interpretation.
- Display advanced reading skills (connotations, intertextuality, culturally-defined semiotic systems, etc.) and show awareness of the personal and cultural filters through which texts are interpreted.

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, group work, individual and group presentations, possible field trips, seminars, extensive translation exercises. Students are expected to complete a translation service in the community or online.

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Marina Orellana	La Traducción del Inglés al Castellano	3rd	Universitaria	2008
2.	Washbourne, K.	Manual of Spanish-English translation	☐	Pearson	2010
3.	VOX	Spanish-English Dictionary	3rd	McGraw-Hill	2008
4.	Patricia Lunn	En Otras Palabras	2nd	Georgetown U-Press	2013
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

None

Typical Evaluation Methods and Weighting

Final exam:	15%	Assignments:	15%	Midterm exam:	10%	Practicum:	15%
Quizzes/tests:	10%	Lab work:	15%	Field experience:	10%	Seminars:	10%
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

- Introduction to translation.
- Context and meaning
- Translation resources
- Translation methods
- Discourse analysis
- Purpose in translation: Audience, text typologies, register, regionalisms.
- Translating figurative speech
- Translation challenges: aesthetics, register, slang, jargon, dialects, sociolects, humour
- Cognates and false cognates
- Revising, editing, and proofreading.
- Commercial and financial translation.
- Legal and political translation.
- Literary translation.
- Cultural/Consumer-oriented translation.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 350 **Number of Credits: 4** Course credit policy (105)

Course Full Title: Spanish Immersion
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities | **Department (or program if no department):** Modern Languages

Calendar Description:

This course enables students to receive credit for a course completed through study abroad at a Spanish language university. The topics will vary with the courses available at the partner institution. This course allows students to pursue advanced topics in Spanish that are not offered at UFV.

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

Prerequisites (or NONE):	SPAN 201 and 202 or equivalent, plus Letter of Permission.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	30
Laboratory hours	30
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics
Will the course be offered with different topics?
☒ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☒ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only):

Expected frequency of course offerings (every semester, annually, every other year, etc.): Determined by partner institutions.

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

Demonstrate proficiency in reading, writing, speaking and understanding Spanish at the advanced level (CEFR level B1 or higher).
Discuss specific course content in Spanish at the advanced level.
Analyze and evaluate material related to the specific course topic in Spanish at the advanced level.

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)

Instructional methods are determined by the partner institution and evaluated by UFV Spanish faculty. . Students going abroad must attend a pre-departure orientation and a post-return evaluation session with the International Education Department.

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)

	Author (surname, initials) Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		☐		
2.		☐		
3.		☐		
4.		☐		
5.		☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

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

Details (if necessary): Students will be evaluated by the partner institution.

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

Typical Course Content and Topics

Content will vary depending on the courses available at the partner institution. Specific course content will be determined by the partner institution. The course must be taught entirely in Spanish and be equivalent in difficulty and evaluation requirements to upper-level UFV courses. Permission to register in this course will only be granted after UFV Spanish faculty have evaluated the course at the partner institution and determined that it meets UFV standards.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval)
Course outline form version: 07/07/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 493	**Number of Credits:** 3
Course Full Title: Directed Studies in Spanish **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Modern Languages

Calendar Description:

This course is designed for upper-level students who wish to examine in greater depth a particular topic in Spanish language or Hispanic culture or society. The course will be conducted in Spanish.

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

Prerequisites (or NONE):	SPAN 201, SPAN 202, and one 300-level SPAN course.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student directed learning	30
Total	**45**

Special Topics
Will the course be offered with different topics?
☒ Yes ☐ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☒ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Faculty Council approval	**Date approved:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Demonstrate proficiency in reading, writing, speaking and understanding Spanish at the advanced level.
- Discuss specific course content in Spanish at the advanced level.
- Analyze and evaluate material related to the specific course topic in Spanish at the advanced level.

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)

Weekly discussion with faculty advisor and other appropriate resource persons, preparation of major assignments

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		A substantial reading list will be compiled by the student in conjunction with the faculty supervisor.			
2.			☐		
3.					
4.					
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

None

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	50%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Seminars:	%
Annotated bibliog.:	20%	Outline:	10%	Presentation:	20%	Total:	%

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

This will depend upon the research topic. However, it is expected that student will read and comment on a substantial body of related literature. It is also possible to conduct primary research on the chosen topic given appropriate review by faculty and ethics committee. The course may be taken in conjunction with an internship.

Memo for Course Changes

To: College of Arts Curriculum Committee (CACC), Undergraduate Education Committee (UEC), Jacqueline Nolte (Dean of Arts).

From: Teresa Arróliga-Piper, Spanish Instructor and MOLA Department Head

Date: January 29th 2015

Subject: Proposal for revision of SPAN 380 Advanced Spanish Practicum I & SPAN 381 Advanced Spanish Practicum II

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☐ Number and/or course code
   - ☒ Credits and/or total hours
   - ☒ Title
   - ☐ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Minor changes have been made to the upper-level practicum courses, SPAN 380 and 381, to facilitate the introduction of the 2 new lower-level practicum courses. Specifically:

- The names have been changed, adding the descriptor, “Advanced,” to differentiate them from the lower-level courses, described as “Intermediate”
- The required hours of work for SPAN 381 have been increased to match the number of hours required for GDS 311, with which this course has been offered concurrently. 320 hours is a reasonable minimum expectation for a one semester full-time overseas internship. The other courses require a number of hours of work that is commensurate with the number and level of credits granted, and is a reasonable match for the circumstances of students that we envisage:
    - SPAN 280 (3 credits, 120 hours) – volunteering 3 nights a week with Spanish-speaking immigrants.
    - SPAN 281 (6 credits, 240 hours) – volunteering 5 mornings a week in a Spanish classroom at a local school.
    - SPAN 380 (3 credits, 120 hours) – volunteering full-time for 3 weeks at an NGO in a Spanish-speaking country.
    - SPAN 381 (6 credits, 320 hours) – volunteering full-time for 8-12 weeks at an NGO in a Spanish-speaking country.

- Minor adjustments have been made to the learning objectives for each course to indicate a greater ***quantity*** of learning between 280 and 281, and 380 and 381, and a different ***level*** of learning between the 2xx courses and the 3xx courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

   The changes are minor as described above.

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

   These courses are not required by any other programs but could be counted toward degrees in LAS and GDS.

5. Which program areas have been consulted about the change(s)?

   LAS, GDS

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

   When students are placed in NGOs serving Indigenous populations (e.g. with partners in Chiapas or Oaxaca, Mexico), this will be central to the learning achieved in the course.

7. If this course is not eligible for PLAR, explain why:

   N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

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

   N/A

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   These courses are delivered through independent studies. There are no scheduled field trips, but these may occur as a consequence of the activities of the workplace. The costs of any such activities are borne entirely by the student, unless they are subsidized by the employer.

10. Estimate of the typical costs for this course, including textbooks and other materials:

    Costs for the courses (beyond tuition) may vary tremendously depending on the location of the placement. The student will be responsible for paying all costs, including transportation, room and board.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 380	**Number of Credits: 3** Course credit policy (105)
Course Full Title: Advanced Spanish Practicum I **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** MOLA

Calendar Description:

An opportunity for students to improve their Spanish through extended practical experience in a workplace. Usually requires a minimum of 120 hours paid or volunteer work experience entirely, or almost entirely, in Spanish; usually overseas. With permission, this course may be taken concurrently with another practicum or internship.

Prerequisites (or NONE):	SPAN 201, SPAN 202, and departmental permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 140

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	120
Online learning activities	
Other contact hours:	
Total	**140**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6 or more as approved by the Dean of Arts

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- demonstrate improved fluency in oral and written communication at the advanced level (CEFR level B1 or higher) over the course of the internship
- participate effectively in normal workplace interactions at close to the speed expected of native Spanish speakers
- perceive and act in accordance with culturally specific workplace expectations
- clearly describe the differences between Canadian and Hispanic cultural practices and understandings
- use an extended vocabulary and grammar particular to the type of work and the location of the workplace
- communicate effectively in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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)

A benchmark will be set by a pre-departure examination. Student learning will be assessed in comparison to this benchmark, through assignments, reports and post-practicum examination. Students will keep a written record (journal) of their language learning goals, challenges and achievements. They will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email or social media if the student is overseas. Structured tasks may be assigned to the student each week. Students going abroad must attend a pre-departure orientation and a post-return evaluation session with the International Education Department.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kendris, C. and T. Kendris	501 Spanish Verbs, 7th ed.	☒	Barron's Educational Series	2013
2.	Santamaria Iglesias, E. and H. Jones	En Activo: Practical Business Spanish	☒	Routledge.	2008
3.		Collins Spanish Dictionary, 9th ed.	☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

Typical Evaluation Methods and Weighting

Oral exam:	20%	Weekly Reports:	20%	Journal:	20%	Supervisor's Report:	20%
Final Report:	**20**%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Students will work 1-2 days per week in a Spanish-speaking workplace for a full term or the equivalent number of hours for a shorter or longer period of time. For example, a student might spend a 3 week vacation working full-time at an NGO in a Hispanic country. Tasks and schedule will be determined by the needs of the workplace host, the abilities and availability of the student, and the learning requirements of the course as determined by the academic supervisor. Each week, the student will report on new vocabulary, grammatical structures, workplace norms, etc., as well as on workplace challenges and strategies for overcoming them.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: (six years after UEC approval) May 2021
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: SPAN 381	**Number of Credits: 6** Course credit policy (105)
Course Full Title: Advanced Spanish Practicum II **Course Short Title (if title exceeds 30 characters):**	
Faculty: Faculty of Humanities	**Department (or program if no department):** MOLA

Calendar Description:

An opportunity for students to improve their Spanish through extended practical experience in a workplace. Usually requires a minimum of 320 hours paid or volunteer work experience entirely, or almost entirely, in Spanish; usually overseas. With permission, this course may be taken concurrently with another practicum or internship.

Prerequisites (or NONE):	SPAN 201, SPAN 202, and departmental permission.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number:
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):
☒ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 340

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	20
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	320
Online learning activities	
Other contact hours:	
Total	**340**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No

If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6 or more as approved by the Dean of Arts

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

Department / Program Head or Director: Teresa Arróliga-Piper	**Date approved:**
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Jacqueline Nolte	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- demonstrate significantly improved fluency in oral and written communication at the advanced level (CEFR level B1 or higher) over the course of the internship
- participate effectively in normal workplace interactions at close to the speed expected of native Spanish speakers
- perceive and act in accordance with culturally specific workplace expectations
- clearly describe the differences between Canadian and Hispanic cultural practices and understandings
- use an extended vocabulary and grammar particular to the type of work and the location of the workplace
- communicate effectively in a number of formats and media (e.g. telephone calls, text messages, emails, letters, memos, etc.)
- assess gaps in their language skills and formulate strategies for overcoming them

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)

A benchmark will be set by a pre-departure examination. Student learning will be assessed in comparison to this benchmark, through assignments, reports and post-practicum examination. Students will keep a written record (journal) of their language learning goals, challenges and achievements. They will be in weekly contact with their instructor to report on their progress and goals for the following week. Consultation will take place by email or social media if the student is overseas. Structured tasks may be assigned to the student each week. Students going abroad must attend a pre-departure orientation and a post-return evaluation session with the International Education Department.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Kendris, C. and T. Kendris	501 Spanish Verbs, 7th ed.	☒	Barron's Educational Series	2013
2.	Santamaria Iglesias, E. and H. Jones	En Activo: Practical Business Spanish	☒	Routledge.	2008
3.		Collins Spanish Dictionary, 9th ed.	☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Students are responsible for all costs of the practicum, including transportation and accommodation, plus tuition.

Typical Evaluation Methods and Weighting

Oral exam:	20%	Weekly Reports:	20%	Journal:	20%	Supervisor's Report:	20%
Final Report:	20%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Students will work 5 days per week in a Spanish-speaking workplace for 8-12 weeks or the equivalent number of hours in a shorter or longer period of time. Usually, these placements will be with an NGO overseas and may be concurrent with an internship for Global Development Studies or similar program. Tasks and schedule will be determined by the needs of the workplace host, the abilities and availability of the student, and the learning requirements of the course as determined by the academic supervisor. Each week, the student will report on new vocabulary, grammatical structures, workplace norms, etc., as well as on workplace challenges and strategies for overcoming them.

Memo for Course Changes

To: Faculty of Science Curriculum Committee Assistant

From: Derek Harnett, Head, Dept. of Physics

Date: 2/12/2015

Subject: Proposal for revision of PHYS 275 (formerly PHYS 175) Survey of Medical Physics

1. Summary of changes (select all that apply):
   - ☐ Six-year review
   - ☒ Number and/or course code
   - ☒ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☒ Prerequisites and/or co-requisites
   - ☒ Frequency of course offering
   - ☒ Learning outcomes
   - ☒ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   The course in question began its life a few years ago as PHYS 275 and initially had a class maximum of 24. Enrolment wasn't as strong as we'd hoped, so we lowered the pre-requisites and renumbered it as PHYS 175. However, this didn't work out particularly well as we found that too many students signed up for it because they needed only one more credit to graduate as opposed to genuine interest in the field. Furthermore, the lack of pre-requisites was problematic as many students were not suitably prepared to study the course material. But the department believes that medical physics is an important and relevant subject area, both to the local community and to the wider world. As such, we have re-instated first year science pre-requisites (either PHYS or BIOL) and increased the class's contact time, and hope that this updated version of PHYS 275 will be attractive to students planning to study medicine with an eye to medical imaging and oncology, as well as physics students that may be interested in this sub-discipline.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

   N/A

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

   No.

5. Which program areas have been consulted about the change(s)?

BIOL

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

   For this particular class, we have not identified opportunities for indigenization of course content.

7. If this course is not eligible for PLAR, explain why:

   N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

   a. Credit value

      N/A

   b. Class size limit

      As we plan to run this course only as directed studies, we have lowered the class maximum from 24 to 6. As a directed studies class, PHYS 275 will no longer count towards our department's section budget and so this move will free up a small amount of resources that we can put towards other offerings.

   c. Frequency of offering

      As a directed studies class, we will no longer plan to run the course annually. Instead, it will run on demand provided there is a suitable instructor on-hand to teach it. Again, as explained above, this has a small net benefit to our budget.

   d. Resources required (labs, equipment)

      Laboratory space and equipment will be made available to the students at the BC Cancer Agency in Abbotsford.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

   Yes, students will frequently be required to go to the BC Cancer Agency in Abbotsford for classes, labs, presentations, and seminars. There are no significant costs associated with such trips.

10. Estimate of the typical costs for this course, including textbooks and other materials:

    $0.

CWC comments and responses:

- The note in the course description should be retained, but updated to refer to PHYS 175.
  The note in the calendar description has been re-inserted as suggested.

- Frequency of course offerings: suggest "as needed" rather than "as requested and if qualified instructor available".
  Frequency of Course Offerings has been changed as suggested.

- Learning outcomes have been greatly improved.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2010

REVISED COURSE IMPLEMENTATION DATE: September 2015

COURSE TO BE REVIEWED: (six years after UEC approval) September 2022

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PHYS 275 | **Number of Credits:** 1 Course credit policy (105)

Course Full Title: Survey of Medical Physics
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Science | **Department (or program if no department):** Physics

Calendar Description:

Overview of the field of Medical Physics, describing the different types of diseases, treatments, and research specialties that Medical Physicists are involved with, job prospects and salary, and the training required for a starting position and for advancement.
Note: Students with credit for PHYS 175 cannot take this course for further credit.

Prerequisites (or NONE):	BIO 111 or (PHYS 105 or PHYS 112)
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: PHYS 175
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☒ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 21
Typical structure of instructional hours:

Lecture hours	6
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	6
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	3
Total	**21**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6

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

Department / Program Head or Director: Dr. Derek Harnett	**Date approved:** August 27, 2014
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP: Dr. Lucy Lee	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- Explain the different types and techniques of Medical Physics.
- Define the different steps in the training required to be a Medical Physicist, and a typical salary for each step.
- Describe the different types of cancers and treatments that involve Medical Physicists.

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)

Most of the material will be presented in lecture and guest lecture format, but there will also be a large field trip component (site visits). Students will be expected to provide their own transportation. Class presentations and/or an essay may also be required.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Literature from:	Canadian Organization of Medical Physicists (COMP) website (www.medphys.ca)	☐		
2.	Literature from	American Association of Physicists in Medicine (AAPM) website (www.aapm.org)	☐		
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

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

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	20%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Participation/Attendance:	20%	Presentation:	20%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Introduction: The Object of Medical Physics
- Selected readings in Physics or Biology, as needed. (For those students who have taken one or the other of the prerequisites, but not both.)
- Specialties:
    1. Imaging and diagnostic techniques:
        a. Positron Emission Tomography and Computed Tomography (PET-CT)
        b. Computed Tomography (CT)
        c. Magnetic Resonance Imaging (MRI)
        d. Ultrasound, film, other
    2. Nuclear Medicine (radioactive intake, specific imaging techniques)
    3. Radiation Oncology (tumor treatment using external radiation or radioactive sources – Linear Accelerators (Linacs), Low Dose and High Dose Radiotherapy (LDR and HDR), and specific imaging techniques such as Onboard Imaging (OBI) and Electronic Portal Imaging Device (EPID)
- Forms of cancer
- Jobs and salary range (US, Canada, Europe, other)
- Training requirements
- Site visits

Essay (list of topics provided, or alternative approved by the instructor)

Memo for Course Changes

To: College of Arts Curriculum Committee

From: Jill Bain, Visual Arts Dept Head

Date: January 6, 2014

Subject: Proposal for revision of VA 165 – Word & Image

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☒ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:
   a. Revision of calendar description to bring in line with institutional format
   b. Change to learning outcomes to better indicated quantifiable outcomes
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum?
   a. Indigenous content varies according to the work undertaken by students
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:
    a. Tuition plus $100 materials (varies with projects) and textbook

Memo for Course Changes

To: College of Arts Curriculum Committee

From: Jill Bain, Visual Arts Dept Head

Date: January 6, 2014

Subject: Proposal for discontinuation of ENGL 165 – Word & Image

1. Summary of changes (select all that apply):
   - ☒ Six-year review
   - ☐ Number and/or course code
   - ☐ Credits and/or total hours
   - ☐ Title
   - ☐ Calendar description
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☐ Learning outcomes
   - ☐ Delivery methods and/or texts and resource materials
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☒ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:
   a. As per a request from the English Department, the VA 165/ENGL 165 cross-listing will be discontinued, resulting in a discontinuation of ENGL 165 (see below):

Excerpt from Feb 2014 English Dept. minutes
5.1 Curriculum Omnibus
English 165 and Visual Arts 165- As a result of an ongoing streamlining initiative and discussion with Visual Arts, the Curriculum Committee proposes to remove English 165 from the English curriculum. The course will still be offered as Visual Arts 165 at the discretion of the Visual Arts department.
MOTION: To remove course from the English curriculum.
MOTION CARRIED.

Hi

I think this class size should go up to 24 given the Mac lab we will be fitting out in July. Is there any reason not to be doing this given that other studio courses have 24 as a course max?

Best,
Jacqueline

From: Vicki Bolan
Sent: Wednesday, January 07, 2015 12:09 PM
To: Rebekah Brackett
Cc: Alisa Webb; Jacqueline Nolte; Jill Bain
Subject: VA & ENGL 165 Word & Image - Six year course revision

Hi Rebekah
Attached find course revision and rationale memo for VA 165. Also attached is a request from the English department to discontinue the cross-listing of ENGL 165.

Please let me know if you require any additional information.

Best regards

Vicki Bolan
Dept Assistant
Visual Arts + Graphic Design
Blgd C Rm 1402h
University of the Fraser Valley
33844 King Road
Abbotsford BC V2S 7M8
(604) 854 4543
vicki.bolan@ufv.ca

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2015
COURSE TO BE REVIEWED: (six years after UEC approval)	September 2021

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: VA 165 | **Number of Credits:** 3 Course credit policy (105)

Course Full Title: Word and Image

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Humanities | **Department (or program if no department):** Visual Arts

Calendar Description:

Following a historical survey of approaches to produce hybrid works, students will explore and practice the techniques of an integrated, inter-dependent artform of using textual elements with still and moving images (video).

Note: Students with credit for ENGL 165 cannot take this course for further credit.

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

Equivalent Courses (cannot be taken for additional credit)

Former course code/number: **ENGL 165**

Cross-listed with:

Equivalent course(s):

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

Transfer Credit

Transfer credit already exists: ☒ Yes ☐ No

Transfer credit requested (OReg to submit to BCCAT):

☐ Yes ☐ No (if yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☒ Yes ☐ No

To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60

Typical structure of instructional hours:

Lecture hours	25
Seminars/tutorials/workshops	10
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student directed learning	25
Total	**60**

Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

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

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 24

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

Department / Program Head or Director: Jill Bain	**Date approved:** November 21, 2014
Faculty Council approval	**Date approved:**
Campus-Wide Consultation (CWC)	**Date of posting:**
Dean/Associate VP:	**Date approved:**
Undergraduate Education Committee (UEC) approval	**Date of meeting:**

Learning Outcomes

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

- manipulate words and texts (written and found) and images (created and found) to create a work of art
- utilize the critical, literary, and visual skills necessary to produce works using textual elements and static or moving images
- articulate the historical context of word and image relationships including filmpoems and videopoems
- apply critical skills pertaining to group critique

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)

Guided reading, discussion, lectures, screenings, and hands-on workshops.

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

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)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Jackson, K. David, Vos Eric, Drucker, Johanna eds.	EXPERIMENTAL-VISUAL-CONCRETE. AVANT-GARDE POETRY SINCE THE 1960S	☒	Editions Rodopi	1996
2.	Resource material provided by instructor	*Voices of Reading,* Ana Hatherly, *The New Visual Poetry*, Mary Ellen Solt *The Poetics of Space* - A Discussion from a Blog *Concrete Poetry In Analog And Digital Media*, Roberto Simanowski *A Short History of Pattern Poetry*, Dick Higgins *Art Brut in Preference to the Cultural Arts,* Jean Dubuffet *Videopoetry: A Manifesto*, Tom Konyves	☐		
3.			☐		
4.			☐		
5.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Will vary in accordance with student projects.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	70%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	20%	Field experience:	%	Shop work:	%
Class Participation:	10%	Other:	%	Other:	%	Total:	s100%

Details (if necessary):

Typical Course Content and Topics

Weeks 1 – 4: Introduction to the course and each other

The concepts and historical context of word-and-image relationships: carmina figurata, pattern poetry, concrete poetry, Mallarmé, Futurism, Dada, Surrealism, Duchamp, Magritte, Gomringer, Lettrism, Pop and Conceptual Art, Weiner, Baldessari, Holzer, Found Poetry, Phillips, Fluxus, Public Art, Firrell, Graffiti, Performance Art, etc. Assignments: Response, Appreciation, Analysis

The principles of an interdisciplinary approach using words and images. Examples of text-based visual work. Screening, discussion.

Project 1: Text As Image. The visual effect or orientation of the words emerges strictly and uniquely from the positioning of the text (in the shape of its subject) or the modification of the text (affecting the size, font or colour of the text). Presentations of Project, critiques.

Week 5-8: Visual Poetry: integrating text with still images, avoiding illustration.

Project 2: the use of text not as illustration of the meaning, but as an integral, inextricable part of an original visual work. Function of images. Combinatory-ready images (found or altered) and combinatory-ready text (found text, i.e., unedited, unaltered, extracted from any source). Examining the transformation of the image when juxtaposed with text. Workshop. Student presentations, discussion, written critiques.

Weeks 9-12: Words and the Moving Image: Filmpoems and videopoems.

The concepts and historical context of word-and-image relationships in the evolution of filmpoems to videopoems, from flash to net art: Strand and Sheeler, Duchamp, Man Ray, Maya Deren, French Impressionist Cinema, Richter, Broughton, Sharitz, Rose, Kostelanetz, Konyves, Sutherland, Young-HAe Chang, Totti, Anais Nin, Gary Hill, Sielecki, etc. Assignments: Response, Appreciation, Analysis

Workshopping the videopoem. What comes first, image, text, or sound.

Project 3: Writing the videopoem: words on paper vs digital editing. Group discussion. Technical workshop. Strategies of collaboration

Lab-work. Presentations of Rough Drafts, critiques.

Week 13: Presentations of Projects

Discussion, written critiques.

UNIVERSITY OF THE FRASER VALLEY

M E M O R A N D U M

To: CACC/UEC

From: Hilary Turner, Dept. Head

Date: *January 30, 2015*

Re: ENGLISH Minor Program Change: Remove ENGL 165

In the CACC meeting of 8 November 2013, as part of the program revision that introduced English 200 (approved) it was decided that ENGL 165 would be removed as an option from the program.

This memo is a request that UEC accept and act on that decision.

English Honours

This section specifies the honours discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Note: Entry is restricted to students with a GPA of 3.5 or better, calculated on a minimum of 60 credits of coursework applicable to the BA. The program is recommended for students who intend to pursue studies at the MA or PhD level. Students must apply online directly to the department.

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165~~, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-280

Upper-level requirements: 44 credits

- Eight credits from ENGL 301, 304, 306, 309, 310, 312, 316, 318, 319
- Eight credits from ENGL 323-363, 368, 369, 490
- Twelve credits from ENGL 301-363, 380-382, 403
- Four credits from ENGL 364, 366, 401
- Four credits from ENGL 370, 375, 376
- Eight credits, ENGL 491, 492

Other requirements

GPA requirements

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

Course requirements

Students must complete 44 upper-level credits to fulfill the requirements for the English Honours. Lower-level requirements for both the English Honours and English major are identical, but students intending to complete an honours program should be aware that upper-division requirements for the English Honours are specific to the honours program and constitute the following:

Course	Title	Credits
ENGL 364	History and Principles of Literary Criticism	
or ENGL 366	Studies in Critical Approaches to Literature	
or ENGL 401	Seminar in Rhetoric and Literary Theory	4

ENGL 370	The History of the English Language	
or ENGL 375	Rhetoric: Composition Theory	
or ENGL 376	Rhetoric: An Historical Survey	4
ENGL 491	Honours Directed Reading	4
ENGL 492	Honours Essay	4

Language requirement

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

Residency

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

Course listings

For complete details on courses see the course descriptions section.

Return to main English page

English major, English Literature

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements, including the requirements for declaring a major. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165~~, 170
- Six credits from ENGL 204-207
- Six credits from ENGL 208-294

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Eight credits from ENGL 323-363, 368, 369
• Sixteen credits from ENGL 301-490

Students completing the upper-level credits in this program will have both depth and breadth in their study of English literature. For students considering graduate work in English, we recommend at least one senior course from as many of the following categories as possible: Chaucer or Medieval Studies; Tudor Poetry and Prose, Shakespeare, or Elizabethan and Jacobean Drama; Seventeenth or Eighteenth Century; Romantics, Victorian Novel, or Victorian Poetry; Modern British Literature or Modernism; Canadian Literature; American Literature; Literary Theory, History of Criticism, or Advanced Composition.

English major, Creative Writing concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 21-27 credits

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

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 312, 316
• 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381
• Four credits from ENGL 356, 360, 361
• Four credits from ENGL 301-403 excluding courses designated as creative writing courses (see Note 1)
• ENGL 490 (see Note 2)

Note 1: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 2: ENGL 490 must be focused on a creative writing project.

English major, Drama concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18-24 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 108, 109, 115, 120, 130, 150, 170
• ENGL 233/THEA 203
• ENGL 234/THEA 204
• Six credits from ENGL 204-294

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 309, 316, 318, 319
• Twelve credits from ENGL 310, 312, 361, 365, 368, THEA 301, 305, 306, 307, 360, 401 (see Note)
• Twelve credits from ENGL 301-490

Note: ENGL 365 and THEA 301 are cross-listed courses; only one may be taken for credit.

English major, Writing and Rhetoric concentration

This section specifies the major discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 18-24 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165,~~ 170
• Six credits from ENGL 204-294
• Six credits from ENGL 209, 210, 214

Upper-level requirements: 32 credits

• Eight credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Sixteen credits from ENGL 370, 371, 372, 374, 375, 376, 379
• Eight credits from ENGL 301-490

Course listings

For complete details on courses see the course descriptions section.

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English extended minor

This section specifies the extended minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements, including the requirements

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

Lower-level requirements: 18-24 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165,~~ 170
• Six credits from ENGL 204-207
• Six credits from ENGL 208-294

Upper-level requirements: 16 credits

• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490

English minor

This section specifies the minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 12-18 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165,~~ 170
• Six credits from ENGL 204-294

Upper-level requirements: 16 credits

• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490

Certificate in Extended Studies in Arts

The Extended Studies certificate is designed for students who have baccalaureate degrees, who wish to complete the equivalent of a minor, extended minor, major, or honours in English. For details about entrance requirements and program requirements, please contact the department.

For further information email english@ufv.ca.

Course listings

For complete details on courses see the course descriptions section.

Return to main English page

English extended minor

This section specifies the extended minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements, including the requirements for declaring a minor. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18-24 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165,~~ 170
• Six credits from ENGL 204-207
• Six credits from ENGL 208-294

Upper-level requirements: 16 credits

• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490

English minor

This section specifies the minor discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 12-18 credits

• ENGL 105 or ARTS 100
• Three credits from ENGL 104, 108, 109, 115, 120, 130, 150, ~~165,~~ 170
• Six credits from ENGL 204-294

Upper-level requirements: 16 credits

• Four credits from ENGL 301, 304, 306, 308, 309, 310, 312, 316, 318, 319
• Twelve credits from ENGL 301-490

Certificate in Extended Studies in Arts

The Extended Studies certificate is designed for students who have baccalaureate degrees, who wish to complete the equivalent of a minor, extended minor, major, or honours in English. For details about entrance requirements and program requirements, please contact the department.

For further information email english@ufv.ca.

Course listings

For complete details on courses see the course descriptions section.

Return to main English page

To: UEC

From: Amanda Grimson, UEC Assitant

Subject: Minor Program Change – Latin American Studies

1. Summary of changes:

   Addition of new course options or deletion or substitution of a required course.

2. Rationale for change(s):

   The SCMS department has requested that the new SPAN 280 and 281 be included as electives in the Latin American Studies minor and extended minor. The College of Arts Council approved this addition in February 2015.

UFV Latin American Studies minor	**UFV Latin American Studies extended minor**
Lower-level requirements: 9 credits	**Lower-level requirements: 18 credits**
9 credits from the following list, including at least 3 credits from LAS, GDS, or GEOG: LAS 100 Images of Latin America LAS 102 Latin American Study Tour LAS 161/HIST 161 Aztecs, Mayas, and Spaniards LAS 162/HIST 162 Latin American History: The National Experience LAS 200/SOC 200 Social Issues in Latin America LAS 206/ANTH 206/MACS 206/SOC 206 The Politics of Art in Latin America GDS 220/ANTH 220 Culture Change: Accommodation, Resistance, and Transformation* GDS 250/SOC 250 Sociology of Development -- The Global South* GEOG 233A Geography of Selected Regions: South America GEOG 233K Geography of Selected Regions: Mexico and Central America SPAN 101 Spanish Language I SPAN 102 Spanish Language II SPAN 201 Intermediate Spanish I SPAN 202 Intermediate Spanish II SPAN 280 Intermediate Spanish Practicum I SPAN 281 Intermediate Spanish Practicum II	***18 credits from the following, including at least 6 credits in SPAN and 3 credits in LAS, GDS or GEOG:*** LAS 100 Images of Latin America LAS 102 Latin American Study Tour LAS 161/HIST 161 Aztecs, Mayas, and Spaniards LAS 162/HIST 162 Latin American History: The National Experience LAS 200/SOC 200 Social Issues in Latin America LAS 206/ANTH 206/MACS 206/SOC 206 The Politics of Art in Latin America GDS 220/ANTH 220 Culture Change: Accommodation, Resistance, and Transformation* GDS 250/SOC 250 Sociology of Development -- The Global South* GEOG 233A Geography of Selected Regions: South America GEOG 233K Geography of Selected Regions: Mexico and Central America SPAN 101 Spanish Language I SPAN 102 Spanish Language II SPAN 201 Intermediate Spanish I SPAN 202 Intermediate Spanish II SPAN 280 Intermediate Spanish Practicum I SPAN 281 Intermediate Spanish Practicum II

*Provided there is sufficient LAS content in this instance of the course. Seek permission from the program coordinator.

Memo for Program Changes

To: Lucy Lee, Dean, Faculty of Science

From: Lynn Kirkland Harvey/Steven Marsh, Department head

Date: 2014 December 09

Subject: Program change to Physical Geography Honours

1. Summary of changes (select all the apply):

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

   GEOG 417 was discontinued in October 2013 and needs to be removed from the calendar copy under the section of research project course options – see attached. This was missed last year when the course was discontinued.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: n/a

4. What consideration has been given to indigenizing the curriculum? n/a

5. Will additional resources be required? If so, how will these costs be covered? n/a

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? n/a

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? n/a

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) n/a

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. n/a

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. n/a

Geography and the Environment
ufv.ca/geography

Physical Geography Honours
(for Bachelor of Science degree students)

Entrance requirements

Students can apply to the Physical Geography Honours program when they have met the following criteria:

1. Completion of 90 credits that apply to the Bachelor of Science, including at least 26 credits in geography.

2. A minimum 3.33 GPA in all courses required for program completion.

Interested students are encouraged to seek out advice on the Physical Geography Honours program from Geography faculty or a Science Advisor as early as possible in their coursework, and to apply to the program at the earliest possible entry date.

How to apply

To apply, students will need to provide the following:

1. An honours program application package (available from the department assistant).

2. A portfolio that includes coursework (laboratory assignments, written papers, etc.) from select completed geography courses. The portfolio is a tool to be used by the student, the Geography Honours Advisory Committee, and potential faculty project advisor to identify areas of improvement and potential project topics, as well as writing and research strengths and weaknesses. Portfolio guidelines are available from the department.

Students should submit application materials to the department assistant. The Geography Honours Advisory Committee will then arrange for a project supervisor. Interested students are encouraged to approach a departmental faculty member appropriate to their research interests who may serve as their honours supervisor.

Program requirements

In addition to the requirements for the Bachelor of Science and for the Physical Geography major, Physical Geography Honours students will need to complete the following:

1. 120 credits, including:

- A minimum of 64 credits of Geography
- GEOG 354

- STAT 315

2. An original research project, completed as part of:

- One of the following courses: GEOG 400G, 400J, 402, 410, ~~417 (now 319)~~, 458, or 491; and
- GEOG 493.

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3. Minimum CGPA of 3.33.

Research project

Successful completion of a research project is required prior to graduation. This project is developed in consultation with a faculty supervisor and demonstrates a student's advanced skills and knowledge in a given area of physical geography.

Students will complete this project in two courses. In the first course, the student will design and collect data for their project. This will be completed as part of GEOG 491 (Honours Research Design and Data Collection), or an equivalent third-year internship or fourth-year research-intensive course approved by the department. Students will then register in GEOG 493 (Honours Research Project in Physical Geography/GIS) to complete the data analysis and project write-up.

Each honours student will disseminate their research findings in a presentation to an academic audience (e.g. professional conference or department seminar) as well as through an academic research poster or alternative. Following project completion and presentation, the honours supervisor in consultation with a second reader, will assign a grade for GEOG 493.

GPA requirement

A CGPA of least 3.33 or higher, including the mark awarded for the final research project, must be attained in order for an honours designation to be awarded.

Program outline

This section specifies the honours requirements only. Please refer to the Bachelor of Science section for information on additional requirements.

Lower-level requirements: 45 credits

Course	Title	Credits
One of:		4
GEOG 101	Weather and Climate	
GEOG 102	Evolution of the Earth's Surface	
GEOG 103	The Physical Environment	
or GEOG 116	Introduction to Geology	

One of:		3
GEOG 111	Environmental Issues and Strategies	
or GEOG 140	Introduction to Human Geography	
Two of:		8
GEOG 201	Introduction to Climatology	
GEOG 202	Introduction to Geomorphology	
or GEOG 219/BIO 219	Biogeography (formerly GEOG 317/BIO 317)	
One of:		3
GEOG 211	Environmental Science	
or GEOG 257/CMNS 257	Environment: Science and Communications	
Required:		
GEOG 252	Explanation in Geography: Quantitative Methods	4
GEOG 253	Introduction to Geographic Information Systems	4
MATH 270/ STAT 270	Introduction to Probability and Statistics	4
One of:		5
PHYS 101	Introductory General Physics: Mechanics and Fluids	
or PHYS 111	Mechanics	
One pair of:		10
BIO 111	Introductory Biology I	
and BIO 112	Introductory Biology II	
or CHEM 113	Principles of Chemistry I	
and CHEM 114	Principles of Chemistry II	

Upper-level requirements: 47-49 credits

Course	Title	Credits
Required:		
GEOG 353	GIS Applications	4
GEOG 354	Approaches in Human Geography	4
GEOG 433	Geography of Selected Regions	4

GEOG 491	Honours Research Design and Data Collection (see Note 1)	4
GEOG 493	Honours Research Project in Physical Geography/GIS	4
STAT 315 (formerly MATH 315)	Applied Regression Analysis	3
20 credits (five courses):	Physical Geography, including at least one course at the 400-level: ~~GEOG 302, 303, 304, 307, 308, 315, 317, 318, 319, 335, 402, 410, 417, 419, 453~~ GEOG 302, 303, 304, 307, 308, 315, 318, 319 (formerly GEOG 417), 335, 402, 410, 419, 453 (see Note 4)	20
One of:		4-6
GEOG 396	Global Development Studies: Canada Internship	
GEOG 398	Global Development Studies: International Internship	
GEOG 452	Field Methods and Techniques	
or GEOG 470	Field Studies in Geography	

Note 1: Students are not required to complete GEOG 491 if they have already completed one of the following courses: GEOG 400G, 400J, 402, 417 (now 319), 419, or 458.

Note 2: Students planning to apply for a Bachelor of Science, Physical Geography Honours, with a view to pursuing graduate studies should expect, in consultation with their honours supervisor, to take any additional Mathematics courses deemed applicable to their area of study.

Note 3: No more than eight credits may be in directed studies/directed readings (GEOG 480, 482, 483, 484).

Note 4: GEOG 317 taken prior to 2014 can also be used to satisfy this requirement.

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Fees and additional costs

See the Fees and Other Costs section. Additional fees for course field trips and miscellaneous lab materials will apply to all students enrolled in Geography programs.

Course listings

For complete details on courses see the course descriptions section.

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Memo for Program Changes

To: FSCC, Science Faculty Council, UEC Screening Subcommittee, CWC, UEC, Senate

From: Gabriel Murray, DAC Program Chair

Date: Dec 5, 2014

Subject: Program change – Data Analysis Certificate (DAC)

1. **Summary of changes (select all the apply):**

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☒ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. **Rationale for change(s):**

   Currently, students need first year statistics to enter the program. We propose changing this entrance requirement to a program requirement. This is reflecting the reality that a significant number of DAC students come to UFV for the July/Aug semester to take STAT 106 to meet the entrance requirements. Students who have credit for STAT 106 (with a B or better) or MATH/STAT 270 can start the program in September. Note we are removing the STAT 104 pathway as this course doesn't adequately prepare the students.

   We have been offering COMP/STAT 431 (Data Mining) every year in the May/June semester as a final capstone course. We are formalizing this practice of having a capstone course in the final semester of the certificate, and we are giving the students the option of one of two courses. We plan to alternate offering COMP/STAT 431 and COMP 381 (Introduction to Machine Learning) in the May/June semester.

   NOTE: During the approval process of these major program changes, other minor changes have been approved: The addition of CIS 380 (Artificial Intelligence) and COMP 455 (Extreme Computing) to the list of optional courses for the DAC; The relabeling of CIS 230, CIS 430 and CIS 380 as COMP 230, COMP 430 and COMP 380, respectively.

3. **If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:**

   N/A

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

   N/A

5. **Will additional resources be required? If so, how will these costs be covered?**

   No additional resources are required.

6. **How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?**

   Since the credit count of the certificate will go from 27 credits to 31 credits, students will be able to get a student loan to complete the program. Access to the program will also increase for international students who need to upgrade their statistics background as they can now formally be accepted into the program while they are getting the required statistics background in July/Aug.

7. **Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?**

   We are changing the number of core credits. This will not affect the total number of courses to be offered.

8. **Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)**

   Our changes are just formalising current practice.

9. **Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.**

   No.

10. **Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.**

CWC comments and responses

I have a couple of questions regarding the proposed changes based on my experience of working with international students with DAC as their goal. Please excuse me if I raise some questions with obvious answers already.

1. What is the rationale of putting STAT 106 into the program? Why not include the programming course as well?

A lot of applicants to the program have not had the appropriate statistical background, and we have been running STAT 106 in July/Aug to get students ready for the program starting in the fall. As mentioned in the memo, we are formalizing what is already occurring. There have not been the same problems with the programming requirement.

Simon: applicants can be conditionally accepted pending STAT and/or COMP requirements. This takes care of those who need to complete the requirements before the start of the DAC program. If one particular group with COMP background can be waived to take STAT 106, the program can remain as it is. This leaves the choice to applicants whether they want to take STAT 106 in Jan, May, or July, or even take it elsewhere. I saw only a few international students come in to take July STAT 106 lately. (my observation not based on data.) There are applicants who have STAT 106, but lack COMP. Then, their status will be different in that STAT 106 is part of the program while COMP is not.

Cindy: The students who don't have the required stats background have to take STAT 106 in July/Aug as they need to take STAT 271 and STAT 272 in the fall (both core courses). Both of these courses have "One of the following: STAT 104 with a B, STAT 106, or STAT 270." as prerequisites. Instead of making special cases (ie doing conditional acceptances) which requires extra paperwork and tracking, we are making the process clear and open. Our program isn't large (yet), so you wouldn't have seen large numbers. That being said, a significant number of our DAC students need to upgrade their stats background. Again, we are addressing a need that has become apparent after the first few years of running the program. Based on conversations with others in International Ed, this change will really help with attracting international students and with the visa applications for said students.

2. Pre-requisites for STAT 106 needs to be stated in the entrance requirements if STAT 106 becomes part of the program.

If applicants don't have the prerequisites for STAT 106 (which is unlikely given it is high school math), we will waive them into STAT 106. All of the students aiming for entrance into the DAC

for the fall intake who have taken STAT 106 with us in the July/Aug semester have been successful.

Simon: can pre-requisites for STAT 106 be waived for all DAC applicants 106 with COMP background and completed or transferred credits in COMP?

By the way, when revising the STAT pre-requisites for some DAC courses, do you still keep a B from STAT 106?

Cindy: I don't understand your first question.

We haven't revised the prerequisites for the stats courses that are part of the DAC program. As mentioned above, the core courses STAT 271 and STAT 272 simply require STAT 106 or STAT/MATH 270 (implied min grade of C-). The upper level STAT courses that are part of the DAC have the following prereqs "One of the following: STAT 104 with a B+ or better, STAT 106 with a B or better, STAT 270, or STAT 271" . We tend to offer STAT 350 in the fall (as one of the electives), so students would need at least a B in STAT 106 for this course. Since DAC students have to take STAT 271 and STAT 272 in the fall, they could get into other STAT courses for the DAC students (offered in the winter and summer) via their STAT 271 grade.

For the COMP/CIS courses that are options for the DAC: that's not my department, but there has been an effort to simplify the prerequisites. In the new versions, I don't believe the stats requirement is mentioned (this part has usually be simplified to "acceptance to the DAC" as that was what was intended in the first place).

3. Should there be an English language entrance requirement as well? Do applicants need to meet ELVP 100, for example?

Students have to meet the university wide English language entrance requirements.

Simon: my suggestion is to use the same wording as Management Post-degree program

> 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.

Cindy: If that's the standard thing to do, sure.

4. As this credential will be renamed Post-Baccalaureate Diploma under the proposed change, is there still a need to keep the Note under Entrance Requirements 1? It is not a concurrent credential. There used to be Chinese applicants from some partner institutions who come to UFV to spend their last year. I don't seem to know any such international students now.

We are not changing the name. It is still "Data Analysis Post-degree certificate" That note should remain there as it applies to current UFV students.

5. When to apply presumes applicants don't normally have STAT 106. This might be true for many applicants from one particular market. Some students may lack all of STAT 106, COMP 150 and English upgrading and are able to take these from May. Some may lack STAT106 and COMP and can also start in May. There are different scenarios. In terms of student success, a 4-month course is better.

We note that students with STAT 106 or MATH/STAT 270 can start the program in the fall in "Program Requirements". If we are allowed to have two separate intakes (Fall for those students with STAT 106 or MATH/STAT 270 and late Summer for those without), we can certainly pursue that with OReg.

This is a very particular market: Students who already have an undergraduate degree. We have found this students to be very strong and quite motivated. All the students aiming for the DAC that have taken the 'just in time' STAT 106 we have been offering in July/Aug have been successful.

If a student is lacking more than STAT 106, then they need to complete that upgrading before applying to the program.

6. Is STAT 104 no longer an option? It meets the pre-requisites for the required STAT 200 and 300-levelcourses in the program. I may have missed the reading.

We are removing STAT 104 as an option, as pointed out in the memo, since this pathway doesn't adequately prepare the students.

7. Now that there are more required courses, we need a typical sample sequence of these courses in three semesters with pre-requisites built in.

Is this the sort of thing you are looking for?

Semester I (July/Aug)

Course	Title	Credits
STAT 106 (if needed)	Statistics I	4

Semester II (Fall)

Course	Title	Credits
STAT 271	Introduction to Data Analysis and Statistical Modelling	3

STAT 272	Statistical Graphics and Languages	3
CIS 230	Databases and Data Management Systems	3
elective		3

Semester III (Winter)

Course	Title	Credits
STAT/COMP 331	Data Quality	3
STAT 315	Applied Regression Analysis	3
elective		3
elective		3

Semester II (May/June)

Course	Title	Credits
STAT/COMP 441	Data Mining	3
or COMP 381	Introduction to Machine Learning	

Simon: this is very helpful. There used to be a sample sequence.

8. CIS380 and COMP 455 are new elective courses under the proposal.

Yes, we put those new courses in a separate memo.

9. Fees: Putting STAT 106 in the program can save International students who otherwise need STAT 106 4-credit tuition money and also lower the cost for those who have STAT 106.

10. Course repetition: I need to understand properly. Does it means if a student wants to repeat a 4th course in the program to graduate, she/he needs the dean's permission?

Yes.

11. Course listings: should also mention COMP/CIS.

Good point. We can include that.

Entrance requirements

1. A Bachelor's degree from a recognized institution.

Note: Students currently earning a university degree may enroll in the courses of the Data Analysis Post-degree certificate, provided they meet the course-prerequisites. They will be granted credit for having completed the certificate when they have met its requirements, and have fulfilled the requirements of their degree.

~~2. One of the following introductory statistics courses:~~

- ~~STAT 104, Introductory Statistics with at least a B+~~
- ~~STAT 106, Statistics I with at least a B~~
- ~~MATH 270/STAT 270, Introduction to Probability and Statistics~~
- ~~STAT 271, Introduction to Data Analysis and Statistical Modelling~~

2~~3~~. One of the following programming courses:

- COMP 150, Introduction to Programming
- COMP 152, Introduction to Structured Programming
- COMP 155, Object Oriented Programming (recommended)

3. 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.

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When to apply

Applications are accepted for entrance to the late Summer (July/Aug) ~~Fall~~ semester. For application deadlines, see Specific intake application process.

How to apply

Apply online at ufv.ca/admissions/admissions/apply.

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

Fees and additional costs

See the Fees and Other Costs section.

Program requirements

Students must complete ten~~nine~~ courses, for a total of ~~27~~ 31 credits. The certificate can be earned in about ~~10 months~~one year, beginning in ~~September~~ July and ending in June. Those students who have credit for STAT 106 (with a B or better) OR MATH/STAT 270 can earn the certificate in about ten months, beginning in September and ending in June.

Commented [CL1]: I think this can stay here as we have the formal information about intake/application dates above, and we need to inform students who already have the right stats background that they courses they need will begin in Sep.

Required courses:

Course	Title	Credits
STAT 106 (with a B or better) OR MATH/STAT 270	Statistics I OR Introduction to Probability and Statistics	4
STAT 271	Introduction to Data Analysis and Statistical Modelling	3
STAT 272	Statistical Graphics and Languages	3
COMP 230	Databases and Data Management Systems	3
COMP 331/STAT 331	Data Quality	3
STAT 315	Applied Regression Analysis	3
STAT/COMP 431 OR COMP 381	Data Mining OR Introduction to Machine Learning	3

~~Four~~ Three courses chosen from the following:

Course	Title	Credits
STAT 330	Design of Experiments	3
STAT 350	Survey Sampling	3
STAT 402	Applied Generalized Linear Models and Survival Analysis	3
STAT 430	Time Series and Forecasting	3
STAT 470	Applied Multivariate Statistical Analysis	3
~~STAT 431/COMP 431~~	~~Data Mining~~	~~3~~
COMP 430	Advanced Database Topics	3
CIS 385	Project Management	3
COMP 380	Introduction to Artificial Intelligence	3
COMP 455	Extreme Computing	3

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Course repetition

A maximum of three repeated courses are permitted without dean's approval.

Residency

At least 21 credits toward the certificate must be taken at UFV.

Typical Schedule

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Semester I (July/Aug)

Course	Title	Credits
STAT 106	Statistics I	4

Semester II (Fall)

Course	Title	Credits
STAT 271	Introduction to Data Analysis and Statistical Modelling	3
STAT 272	Statistical Graphics and Languages	3
CIS 230	Databases and Data Management Systems	3
elective		3

Semester III (Winter)

Course	Title	Credits
STAT/COMP 331	Data Quality	3
STAT 315	Applied Regression Analysis	3
elective		3
elective		3

Semester II (May/June)

Course	Title	Credits
STAT/COMP 441	Data Mining	3
or COMP 381	Introduction to Machine Learning	

Graduation requirements

Students must have a minimum GPA of 2.0 on all ~~nine~~ ten courses (~~27~~ 31 credits) required to complete the program.

To graduate from the data analysis certificate, students must have completed the requirements of a university degree.

Course listings

For complete details on courses see the MATH, ~~or~~ STAT, COMP or CIS course descriptions section.

To: **UEC**

From: **UEC Policy Subcommittee**

Date: **April 17, 2015**

RE: **REVISIONS TO POLICY 101 GRADING SYSTEM**

UEC was requested to propose changes to Policy 101 Grading Systems in response to concerns raised by Institutional Research, by Deans' Caucus, and by students. The following represents the work of the policy subcommittee in preparing these revisions, and a revised policy draft is attached.

Concerns with Existing Policy

Institutional Research reported to UEC last year that the average grade at UFV now falls within the B range (as opposed to the C range). Therefore, the existing policy's use of the descriptor "average" to describe the C range is inaccurate. When UEC examined whether to change the descriptors until a full policy review could be implemented, we discovered that there was little agreement about which terms to use, and that it was difficult to focus on the descriptors without looking at other elements of the policy. Since there was no sense of urgency in making this change, UEC recommended that a full policy review take place, with this issue considered as part of the review.

In addition, Dean's Caucus reports that students are expressing concern about the variations in grading schemes across UFV. There is no institutional standard grading scale that assigns percentages to the letter grades. Students in some programs can obtain higher grades than students in other programs, leading to unfairly decreased opportunities for scholarships or Deans' medals. The question of graduate school opportunities was also raised. Students who leave UFV should have equal similar grading as those leaving other undergraduate institutions so they are judged fairly for entrance to graduate programs. For example, a student leaving UBC with an A+ average has had to achieve grades at 90% or above, but in some programs at UFV, students need to achieve 95% or above to receive an A+ grade.

Research

The grading schemes from 44 Canadian institutions were reviewed, including all universities in BC, several BC colleges, and several universities in several other provinces. The results are found in the attached spreadsheet.

Percentage to letter grade equivalencies were found at 30 institutions.

No percentage to letter grade equivalencies were found at 14 other institutions. Four institutions reported percentages only; six universities and four colleges used letter grades but did not publish institutional percentage equivalencies. These institutions are listed in the spreadsheet below the undergraduate equivalency table.

Grade ranges

The following section describes the grade ranges for the 30 institutions that published percentage to letter grade equivalencies.

Minimum for A grades

- 22 out of 30 institutions assigned an A+ at 90%.
- 27 institutions assigned an A- or A at 80%.
- Three BC colleges and Emily Carr University required 95% for an A+ and 85% for an A-.

Minimum for C grades

19 of the 30 institutions require at least 60% for the bottom of the C range.

Letter grade ranges

The most common ranges, found at 19 institutions, are 80-100% for A grades, 70-79% for B grades, 60-69% for C grades, 50-59% for D grades and below 50% for Fail (F). Also, although U Saskatchewan and U Regina do not use letter grades, they publish descriptions that are comparable (90+ exceptional, 80-90 Excellent, 70-79 Good, 60-69 Satisfactory, 50-59 minimal pass).

Four BC colleges and Emily Carr University have an even 5% range for individual grades (e.g. A+, A, A-) with the following ranges: 85-100% for A grades, 70-84% for B grades, 55-69% for C grades.

Graduate scales, when found, usually have the same percentage equivalencies, grade points, and letter grades as undergraduate, except some scales do not include C and D grades, with <70% considered a fail.

Choice of proposed scale

The proposed scale was chosen to include:

- 60% minimum for a C-, to ensure a C- grade adequately meets prerequisites
- 90% minimum for an A+, to ensure consistency with the major universities in Canada.

The proposed scale aligns with the majority of universities that publish percentage equivalencies; it is the same as used at Capilano U and Royal Roads U, and very similar to the 15 other institutions shown on the spreadsheet with blue shading.

The graduate scale proposed maintains the same letter grades and grade point averages as the current scale, published in the Graduate Studies regulations in the UFV calendar. The percentage equivalents are the same as for the undergraduate scale, but grades below B- are described as unacceptable.

Undergraduate level grading -

Percent to letter grade equivalencies

Letter Grade	Capilano, Royal Roads	York U, Ottawa	Athabasca	NAIT, SAIT	UVic, Camosun	Toronto, Ryerson, TWU, Wilfred Laurier, Western Ontario	Brock U, GuelphU	UPEI	UNBC, UWindsor	KPU*	McGill	TRU, Dalhousie	UBC, Okanagan College, VIU	NIC*, Douglas, Selkirk, Emily Carr	Wikipedia - most common grading US
	Minimum grade for "C" range is 60									*Minimum grade for "C" range 55 - 56*					
A+	90-100	80-100	90-100	90-100	90-100	90-100		91-100	90-100	90-100		90-100	90-100	95-100	
A	85-89	80-89	85-89	83-89	85-89	85-89	80-100	85-90	85-89.9	85-89	85-100	85-89	85-89	90-94	93-100
A-	80-84		80-84	80-82	80-84	80-84		80-84	80-84.9	80-84	80-84	80-84	80-84	85-89	90-92
B+	77-79	75-79	76-79	77-79	77-79	77-79		77-79	77-79.9	76-79	75-79	77-79	76-79	80-84	
B	73-76	70-74	73-75	73-76	73-76	73-76	70-79	74-76	73-76.9	72-75	70-74	73-76	72-75	75-79	87-89
B-	70-72		70-72	70-72	70-72	70-72		70-73	70-72.9	68-71	65-69	70-72	68-71	70-74	80-82
C+	67-69	65-69	67-69	67-69	65-69	67-69		67-69	67-69.9	64-67	60-64	65-69	64-67	65-69	77-79
C	63-66	60-64	64-66	63-66	60-64	63-66	60-69	64-66	63-66.9	60-63	55-59	60-64	60-63	60-64	70-76
C-	60-62		60-63	60-62		60-62		60-63	60-62.9	56-59		55-59	55-59	55-59	
D (or P)	50-59	D+ 55-59 D 50-54	D+ 55-59 D 50-54	D+ 55-59 D 50-54	50-59	D+ 57-59 D 53-56 D- 50-52	50-59	D+ 57-59 D 54-56 D- 50-53	D+ 57-59.9 D 53-56.9, D- 50-52.9	50-55	50-54	50-54	50-54	50-54	60-69
F	0-49	<50	<50 (Ottawa 40-49 E, <40 F)	0-49	0-49	0-49	0-49	0-49	0-49.9	<50	0-49	0-49	0-49	0-49	0-59

*A C (60%) is required to meet prerequisites at these institutions

No percentage to letter grade equivalencies

1) Percentages, no letter grades at USask, URegina (90+ exceptional, 80-90 Exc, 70-79 Good, 60-69 Satisf, 50-59 minimal pass), BCIT, Mohawk College

2) Letter grades, no published percent equivalencies for SFU, U of A, U Winnipeg, U Calgary, MacEwan U, Langara, College of the Rockies, Northern Lights College, Norquest College

Graduate grading

Letter Grade	TRU	UBC	UVic	UNBC	U of T	Royal Roads, Dalhousie U, U of T	UVic descriptions	TRU descriptions	UNBC descriptions
A+	95-100	90-100	90-100	90-100	90-100	90-100	Exceptional	Excellent (1st class)	Excellent
A	90-94	85-89	85-89	85-89	85-89	85-89	Outstanding	Excellent (1st class)	Excellent
A-	85-89	80-84	80-84	80-84.9	80-84	80-84	Excellent	Very Good (2nd class)	Excellent
B+	80-84	76-79	77-79	77-79.9	77-79	77-79	Very good	Very Good (2nd class)	Good
B	75-79	72-75	73-76	73-76.9	73-76	73-76	Acceptable	Satisfactory	Good
B-	70-74	68-71	70-72*	70-72	70-72	70-72	Unacceptable	Marginal pass.	Good
C+		64-67**	65-69*				Unacceptable		
C		60-63**	60-64*				Unacceptable		
C-									
D			50-59*				Unacceptable		
F	0-69	0-59	0-49	<70	0 -69 (FZ = Fail)	<70	Fail	Unsatisfactory Fail	

*Unacceptable work, may not be accepted towards a program.

**Only 6 credits below 68% can be counted towards master's program. Some programs may require a higher passing grade. Ryerson uses the same descriptors proposed for UFV policy.

Notes

1) SFU does not use percentage equivalents for grading, but the graduate system grades have the same grade points as undergraduate, except anything below a C is F (fail).

2) Universites that provide descriptions for letter grades usually have the same descriptions for graduate level, to the B- grade.

UNIVERSITY OF THE FRASER VALLEY

NUMBER	101
APPROVAL DATE	03-03-1992
LAST AMENDMENT	12-11-2009
LAST REVIEWED	
NEXT REVIEW DATE	12-2014

GRADING SYSTEM

Approval Authority	Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	Course Withdrawal (81) Course Repeat (86) Grade Reporting (109) Undergraduate Continuance (92) *University Act,* s. 35.2 (5)(h)

PURPOSE

This policy establishes a consistent and fair grading system to measure and articulate students' performance at the University of the Fraser Valley (UFV).

SCOPE

This policy governs grading for all UFV courses and programs.

DEFINITIONS

Cumulative grade point average (CGPA): A numerical average of grades based on all courses taken at UFV.

Grade point average (GPA): Academic performance expressed as a numerical average of grades in UFV courses.

Grade point value: A numeric value for each letter grade that is used to calculate the grade point average.

Graduate level: Post-secondary education beyond the bachelor degree

Preparatory: Pre-undergraduate or developmental education designed to upgrade or enhance academic skills in preparation for undergraduate studies

Semester grade point average: A numerical average of grades based on all UFV courses taken in a single semester.

Undergraduate level: Post-secondary education that is considered university or college level, up to and including the level of the bachelor degree.

POLICY

Grades are a measure of the academic performance of a student. The university's grading system reflects a commitment to high academic standards and provides a consistent and defined system to articulate students' academic achievement.

DRAFT

A grade point average (GPA) is calculated as a measure of students' academic performance in credit courses. The GPA is used to determine a student's academic standing and eligibility to continue in a program, to receive awards, and to graduate. Final grades, semester GPA, and cumulative GPA are recorded on the student's permanent record.

REGULATIONS

Grading systems

There are two grading systems at UFV, the letter grading system and the credit/no credit grading system, outlined in sections A and B, below. The grading system for a course is established through the undergraduate or graduate course approval process.

Other grades and notations are listed in section C.

A. Letter grading system (grades applicable to the GPA)

Letter grades are used for most academic, technical, and career oriented courses. Letter grades also may be used for non-credit courses, in which case the grades do not apply to the GPA.

Standard percentage equivalencies are used to determine the final letter grade. The final percentage will be rounded to an integer before converting to a letter grade.

Undergraduate and preparatory level grading scale

Grade	Percentage equivalency	Grade point value	Description
A+ A A-	90-100 85-89 80-84	4.33 4.0 3.67	Excellent
B+ B B-	77-79 73-76 70-72	3.33 3.0 2.67	Good
C+ C C-	67-69 63-66 60-62	2.33 2.0 1.67	Satisfactory*
D	50-59	1.0	Marginal. This grade does not, unless otherwise stated, meet course prerequisites.
F	<50	0.0	Fail

* Some programs require a higher minimum grade in all courses. If so, this will be specified in the UFV academic calendar. When courses are graded D or higher, but are lower than the program minimum, they will not meet the requirements for these programs but may be accepted as elective credits in other programs.

DRAFT

Graduate level grading scale

Grade	Percentage equivalent**	Grade point value	Description
A+ A A-	90-100 85-89 80-84	4.33 4.0 3.67	Excellent
B+ B B-	77-79 73-76 70-72	3.33 3.0 2.67	Good
C+ C C- D	67-69 63-66 60-62 50-59	2.33 2.0 1.67 1.0	Unacceptable. A minimum grade of B- is required for all courses in graduate programs.
F	<50	0.0	Fail

B. Credit/no credit grading system (grades not applicable to the GPA)

Credit/no credit grading is typically used for preparatory, undergraduate, and graduate level courses graded on the basis of broad performance evaluation or acquisition of defined skills, such as practicum performance, work placements, internships, or non-credit courses

Grade	Description
CR	Credit granted. Achievement at a C- level or higher.
NCR	No credit granted. Achievement below a C- level.

C. Other grades and notations (not applicable to the GPA)

The grades in this section are used for particular purposes and may be used with either letter grading or credit/no credit grading, as required.

Permanent grades

Grade	Description
AEG	Aegrotat standing. A compassionate pass, approved by the dean, based on satisfactory term marks when a student is unable to complete a course due to serious, documented extenuating circumstances.
AU*	Audit
AN*	Audit expectations not met
W*	Withdrawn
TRF	Transfer credit granted. Successful completion of course(s) when a grade equivalent cannot be determined.

*****No credit is granted for the course.

Temporary notations

DRAFT

Temporary notations are used in specific circumstances when a final grade is not available. They will be replaced by a permanent grade, when available.

Grade	Description
I	Incomplete. Course requirements to be completed at a pre-determined time.
IP	In progress. Course or thesis work continues into the next semester.
NGR	No grade reported

Grade Point Average

A semester GPA and cumulative GPA is calculated after each semester and is recorded on the student's official transcript. The GPA is calculated as follows:

- Multiply the number of credits for each course by the grade point value for the course grade to obtain grade points;
- Add all the grade points; and
- Divide the total grade points by the number of credits taken.

When a course or an equivalent course is repeated, only the higher grade is included in the GPA calculation (see Course Repeat policy for further details).

Grades which are not included in the GPA calculation are listed in sections B and C, above, and include but are not limited to withdrawals, audit grades, temporary grades, and courses graded on a Credit/No credit basis.

Grades assigned for assessments, including course challenges and portfolio assessments, are not included in the GPA calculation.

DRAFT

Procedures

for Undergraduate Program and Course Approval

Appendix to Policy 21

Last revised: August 2014

ufv.ca

40 YEARS
UNIVERSITY OF THE FRASER VALLEY

Introduction

UFV's Undergraduate Course and Program Approval policy (21) grants the Undergraduate Education Committee (UEC) the authority to develop procedures for the approval of new and revised courses and programs.

All new and revised courses and programs will follow a specific approval process. This process include a series of structured consultations and approvals that give the UFV community an opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's strategic plan, mandate, and institutional learning outcomes.

This document outlines the procedures in effect starting September 2014. The policy can be found at www.ufv.ca/policies.

Submission guidelines

Items submitted to Faculty Council and subsequent committees should be formatted appropriately, and should include all relevant documents.

Course proposals should include an updated course outline on the current course outline form, and a memo created with the official Memo Template. Both forms can be found on the UEC websites, at www.ufv.ca/senate/uec/uec-resources. A Word version of the current official course outline should be requested from the UEC Assistant, and whenever possible, Word's track changes feature should be used to highlight any revisions being made to the course outlines. The UEC Assistant can provide assistance with this feature.

Program proposals should include all relevant attachments (rationale memo, budget information, etc.). Program changes should be accompanied by calendar copy with changes tracked.

Additional resources

Forms, templates, and other resources for the development of new programs can be found on the Program Development Office website, www.ufv.ca/pdo.

Resources for new courses, revisions to existing courses, major and minor changes to existing programs, and general information on the approval process can be found on the UEC website, www.ufv.ca/senate/uec.

The UEC Assistant and the Program Development Coordinator can also be contacted directly with any questions.

Terms and definitions

Academic unit: Includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

Academic Planning and Priorities Committee (APPC): Senate standing committee responsible for advising Senate on the mission, goals, objectives, strategies, and priorities of the university (see APPC Terms of Reference).

Campus-Wide Consultation (CWC): An opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback about the course or program submission.

Lower-level course: First- or second-year course, generally numbered in the 100s and 200s.

Major course change: A change to a course that affects the nature or focus of a course, options for students, or budget. A more detailed breakdown of major course changes is available on page 4.

Major program change: A modification to a program that affects the nature or focus of the program, options for students, or budget. A more detailed breakdown of major program changes is available on page 10.

Minor course change: A change to a course that has no effect on the nature or focus of a course, options for students, or budget. A more detailed breakdown of minor course changes is available on page 4.

Minor program change: Any change which is not major, as described above. A more detailed breakdown of minor program changes is available on page 10.

Official course outline: Legal document used for calendar copy, articulation, and official documentation purposes. The official course outline is used as a guideline for the syllabus that instructors develop and provide to students.

Program: Collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Program budget analysis: Summary of the budget implications of a proposed new program or revisions to an existing program. This should be attached to all new and revised program proposals when submitted to Senate and its standing committees.

Program Committee: Approved by Dean(s) to oversee the implementation and administration of a program and its courses.

Program concept paper: Brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

Program Development Office (PDO): Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

Program proposal: Detailed description for a new program prepared on a standard template provided by the Program Development Office.

Program Working Group (PWG): Group formed by the Dean(s) to proceed in the development of a new program.

UEC Screening Subcommittee: UEC standing subcommittee responsible for reviewing all proposals for clarity, completeness, and consistency with current academic policies and practices.

Senate Budget Committee (SBC): Senate standing committee responsible for advising Senate on the University's annual budget, budgetary policies, guidelines, processes, and models (see SBC Terms of Reference).

Undergraduate Education Committee (UEC): Senate standing committee responsible for advising Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students (see UEC Terms of Reference).

Upper-level course: Third- or fourth-year course, generally numbered in the 300s and 400s.

Timelines

Calendar Deadlines

The calendar is the official source for all approved courses and programs, and can be found at www.ufv.ca/calendar. All changes and new additions of courses and programs should be published to the calendar prior to implementation.

A new calendar comes into effect in April (Fall calendar) and October (Winter/Summer calendar) of each year. Any proposals that are approved and processed after these dates will be included in the following calendar. The draft calendar copy is updated regularly and is available through a link on the calendar home page.

All departments are encouraged to submit changes that affect calendar copy as far in advance as possible to avoid missing the deadlines for revisions.

Major program changes must be approved by the January UEC meeting to be included in the Fall calendar, or by the June UEC meeting to be included in the Winter/Summer calendar. (Subsequent approval by APPC and Senate, and in some cases by SBC, is also required).

Minor program changes and major and minor course changes must be approved by the February UEC meeting to be included in the Fall calendar, or by the September UEC meeting to be included in the Winter/Summer calendar.

Minimum Timelines

The following are the **minimum** approximate length of time that each of the approval processes takes from development to final approval.

Courses

- New course: 4-5 months
- Major changes: 4-5 months
- Minor changes: 2-3 months

Programs

- New program (including concept paper): 18+ months
- Major changes: 7-8 months
- Minor changes: 4-5 months

Course Approval Processes

The course approval process differs for new courses, major course changes, and minor course changes. The following outlines the steps in each of the course approval processes. Each process correlates with the flow charts featured on the following page.

Major vs. minor changes to an existing course

Type of change	Major changes	Minor changes
Title and/or calendar description	Reflects a change in nature or focus	For correction or clarification
Learning outcomes and/or content	Reflects a change in nature or focus	Does not reflect a change in nature or focus
Course level	Moving a lower-level course to an upper-level course and vice versa	Moving a first-year course to second year and vice versa or third-year course to fourth year and vice versa
Prerequisites and/or co-requisites	Any change to prerequisites	Editorial change only
Course details	Change in number of credits or number of hours	Frequency of course offering
Delivery method	Change or addition of a delivery method that has a cost	Change or addition of a delivery method that does not affect cost
Impact on other programs	Affects other academic units	Does not affect other academic units
Other	Deletion of course	PLAR options, grading system, texts, evaluation methods

Note: One major change means that all changes in the proposal are considered major.

Minor course changes (minimum 2-3 months)

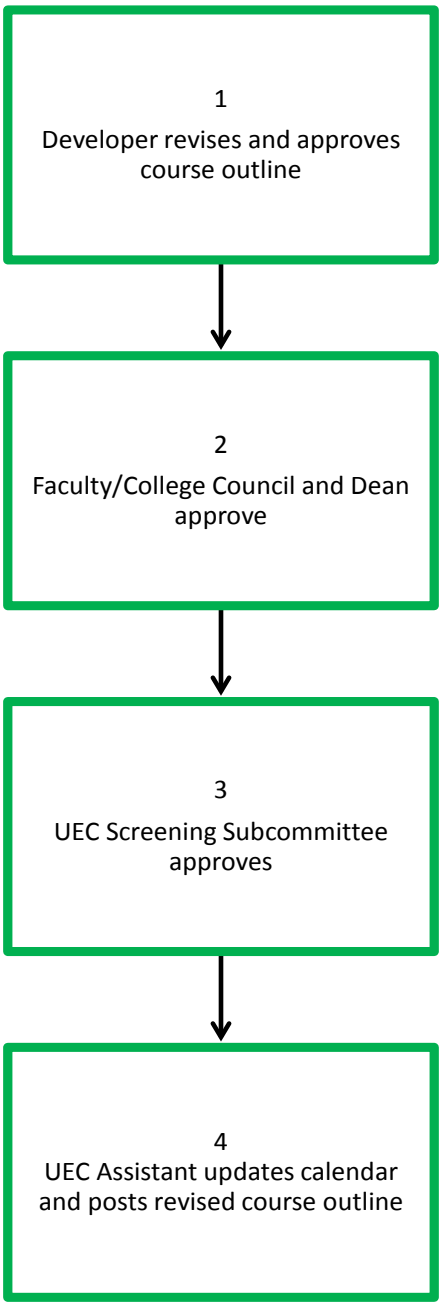
1. **Course outline revisions:** The department/school or Program Committee, hereafter referred to as the developer, requests a Word version of the current course outline from the UEC Assistant. The developer revises and approves the course outline, including transfer to a new course outline form if necessary. The developer also prepares a memo outlining the rationale and any financial implications of the course changes using the Memo Template found on the UEC website.

2. **Faculty/College Council and Dean:** The developer submits the course outline and memo to the Faculty/College Council (and, if applicable, the Faculty/College curriculum committee) and Dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the Council Assistant who verifies that it conforms to Council recommendations.

3. **UEC Screening Subcommittee:** The Council Assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which confirms that the changes are minor and approves the course changes for publication. If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the Faculty/College Council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the revised course outline on the website (www.ufv.ca/calendar/courseoutlines), and sends the course outline to OReg for data entry.

Approval process for minor course changes



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New courses and major course changes (minimum 4-5 months)

1. **Development of course outline:** The department/school or Program Committee, hereafter referred to as the developer, develops and approves the course outline. If revisions are being made to an existing course, the developer requests a Word version of the current course outline from the UEC Assistant. The developer also prepares a memo outlining the rationale and any financial implications of the new course using the Memo Template that will be found on the UEC website.

   Dean(s) determine if there are significant budgetary implications with the proposed course.

2. **Faculty/College Council and Dean:** The developer submits the course outline and memo to the Faculty/College Council (and, if applicable, the Faculty/College curriculum committee) and Dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the Council Assistant who verifies that it conforms to Council recommendations.

3. **UEC Screening Subcommittee:** The Council Assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the Faculty/College Council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

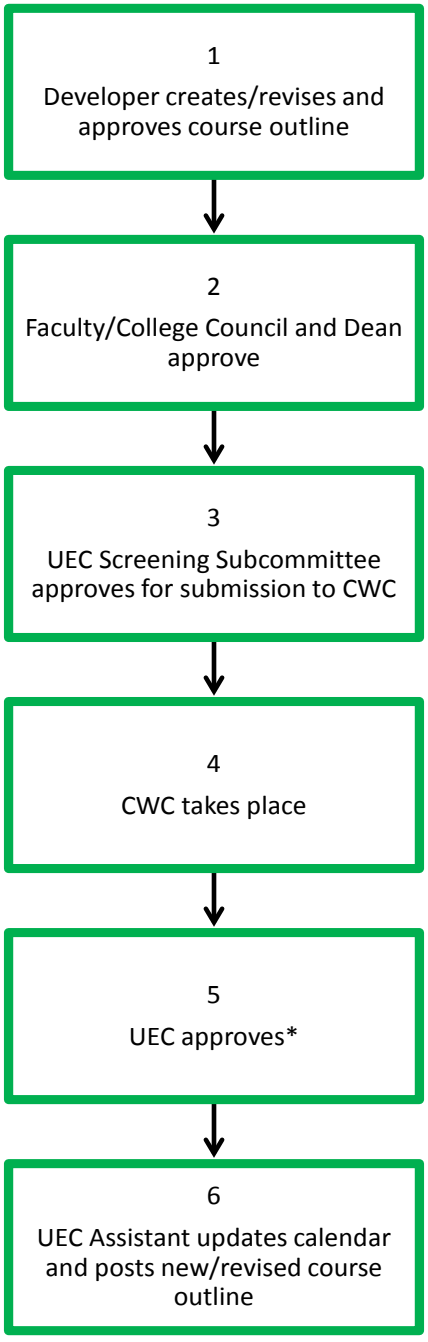
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments.

5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the course outline, to UEC. UEC approves the course outline, or recommends to Senate for approval if there are financial implications.

   If there are financial implications, SBC will review the course outline and memo and make a recommendation to Senate.

6. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the new/revised course outline on the website (www.ufv.ca/calendar/courseoutlines), and sends the course outline to OReg for data entry.

Approval process for new courses and major course changes



* In the case of budgetary implications, UEC and SBC will both review and recommend to Senate for approval.

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Program Approval Processes (major and minor changes)

The program approval process differs for new programs, major program changes, and minor program changes. The following outlines the steps for each of these processes and correlates with the flow charts featured on the following page.

Major vs. minor changes to an existing program

Type of change	Major changes	Minor changes
Resource requirements	Additional resources are required at a cost	Additional resource costs are covered by the associated academic unit
Courses	Change to the majority of courses in an approved program	Addition of new course options, or deletion or substitution of a required course
Duration, philosophy, or direction	Change to the duration, philosophy, or direction of a program	
Specialization	Addition of a new field of specialization (e.g. concentration)*	
Admission requirements	Change in requirements for admission	
Residency requirements	Change in requirements for residency	
Continuance requirements	Change in requirements for continuance	
Admission quotas	Change in admission quotas	
External review	Change which triggers an external review	
Other	Deletion of programs not included in Program Discontinuance policy**	

* May be considered a new program.
** Refer to Program Discontinuance policy.

Minor program changes (minimum 4-5 months)

1. **Development of proposal:** The department/school or Program Working Group or Program Committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, in consultation with the Dean(s) responsible.

2. **Faculty/College Council and Dean:** The developer submits the program proposal and draft calendar copy to the Faculty/College Council (and, if applicable, the Faculty/College curriculum committee) and Dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the Council Assistant who verifies that they conform to Council recommendations.

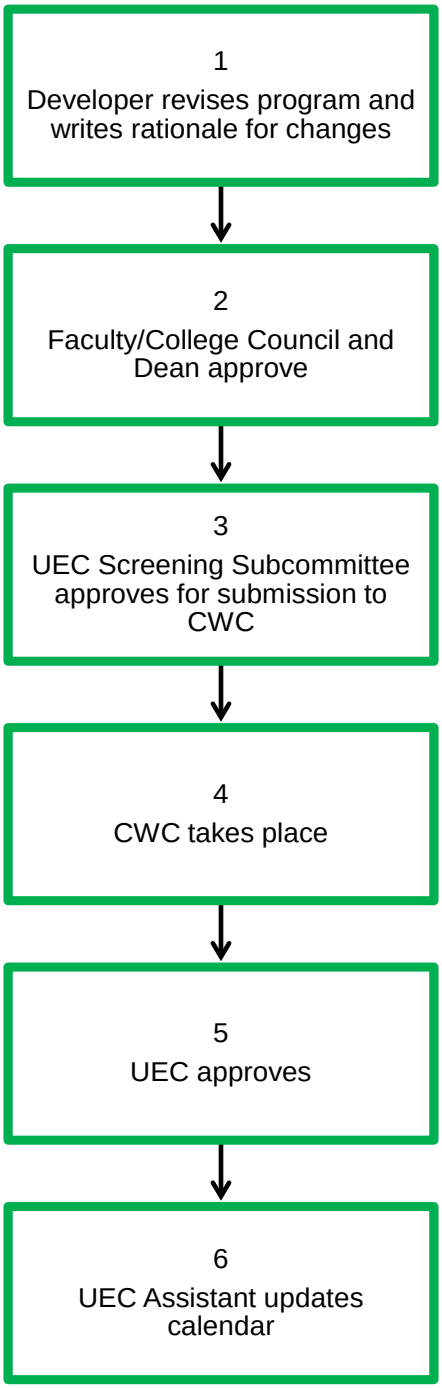
3. **UEC Screening Subcommittee:** The Council Assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the Faculty/College Council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments.

5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC. UEC approves the program changes.

6. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the Academic Calendar.

Approval process for minor program changes



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Major program changes (minimum 7-8 months)

1. **Development of proposal and budget:** The department/school or Program Working Group or Program Committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, and identifies any budgetary implications. If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.

2. **Faculty/College Council and Dean:** The developer submits the program proposal and draft calendar copy to the Faculty/College Council (and, if applicable, the Faculty/College curriculum committee) and Dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the Council Assistant who verifies that they conform to Council recommendations.

3. **UEC Screening Subcommittee:** The Council Assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the Faculty/College Council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.

4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Major program change proposals must remain at CWC for a minimum of four weeks.

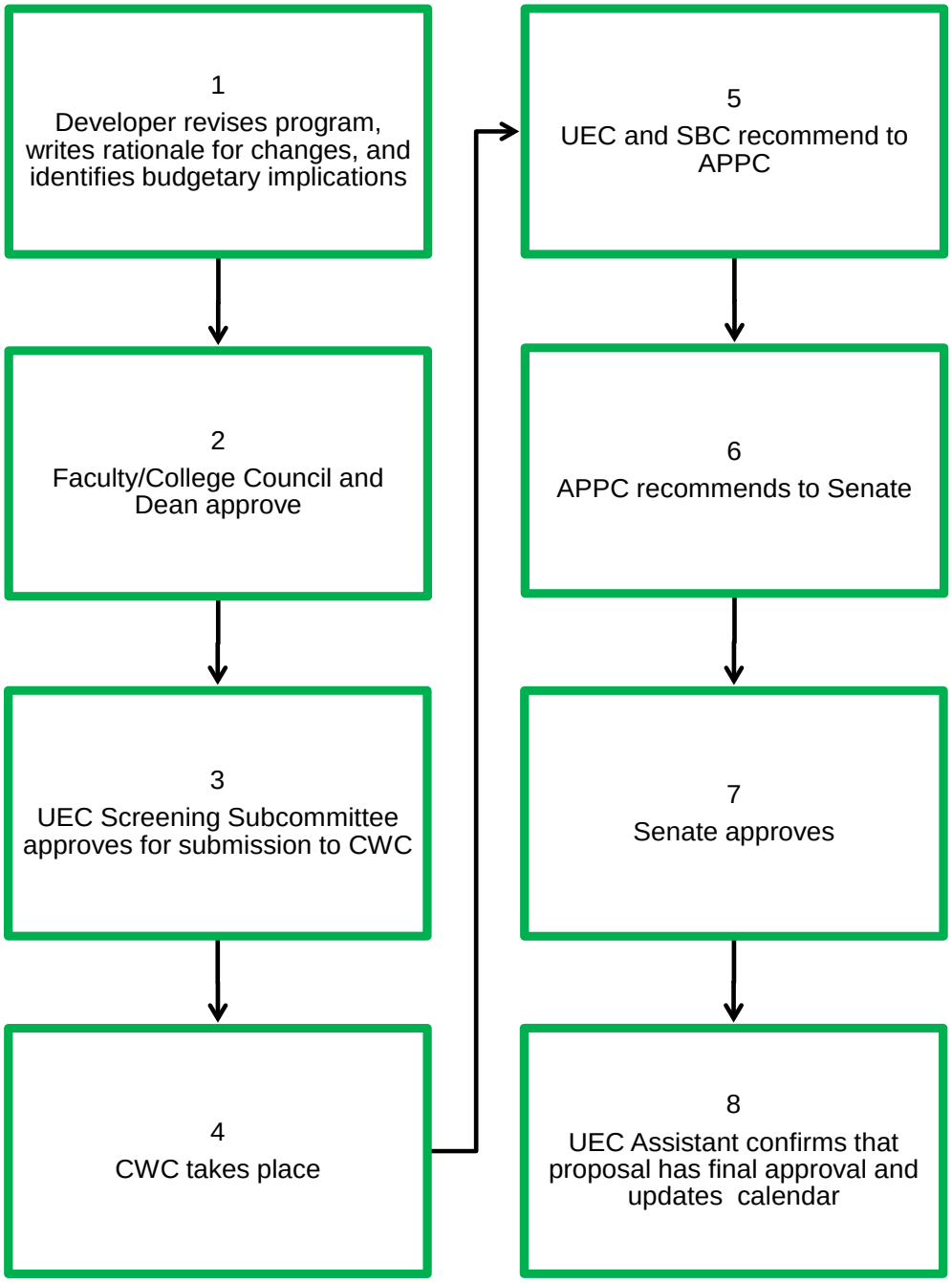
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC). The developer also submits a budget analysis and calendar copy to SBC, which reviews the proposal and confirms that the cost of implementation is adequately reflected in the analysis.

6. **Academic Planning & Priorities Committee (APPC):** The UEC Assistant sends the proposal, along with related documents and the UEC motion, to APPC. The SBC Assistant sends the budget templates and calendar copy, along with the SBC motion, to APPC. APPC reviews the recommendations from UEC and SBC, determines if the proposed program is in line with UFV's institutional priorities, and makes its recommendations to Senate.

7. **Senate:** The APPC Assistant sends the material received from UEC and SBC, along with the APPC motion, to Senate. Senate approves the program proposal and budget.

8. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the Academic Calendar.

Approval process for major program changes



New Program Approval Process (18+ months)

The following outlines the steps for new programs and correlates with the flow charts featured on the next pages.

Please contact the Program Development Office at www.ufv.ca/pdo for assistance with the development of a new program.

Development of concept paper

Note: *Normally, a single Dean will have administrative responsibility and approval authority over a program. In the case that a program draws resources from more than one Faculty/College beyond the provision of service courses, the Deans involved will decide of who will assume administrative responsibility for the program and whether it will be shared by more than one Faculty/College. The Faculty/College and Dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.*

1. **Program Working Group (PWG) is established:** Faculty members interested in developing a new program must present a notice of intent to the Dean. The PWG is approved by the Dean, and the Dean will inform the Program Development Office (PDO) of its membership.

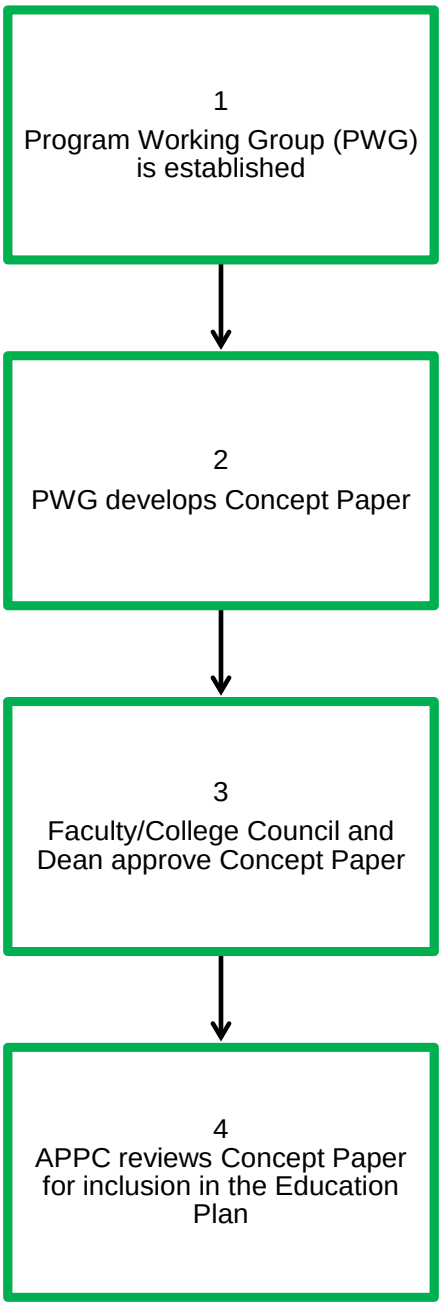
   A Program Working Group will consist of a minimum of three faculty with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added.

2. **Concept Paper is developed:** PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, and the Dean. PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to Faculty/College Council.

3. **Concept Paper to Faculty/College Council for discussion and Dean for approval:** The PWG presents the Concept Paper to Faculty/College Council for discussion. The Council Assistant sends the Concept Paper to the Dean for review and approval.

4. **APPC reviews the Concept Paper for inclusion in the Education Plan:** Upon approval by the Dean, and before its inclusion in the Education Plan, the Concept Paper is presented to APPC. APPC will verify that the program proposed in the Concept Paper is consistent with institutional priorities before recommending it for inclusion in the Faculty's submission to the Education Plan. **Only upon inclusion of the program concept in the Education Plan, as approved by the Board, should a Program Working Group proceed with developing the Program Proposal.**

Approval process for concept paper development



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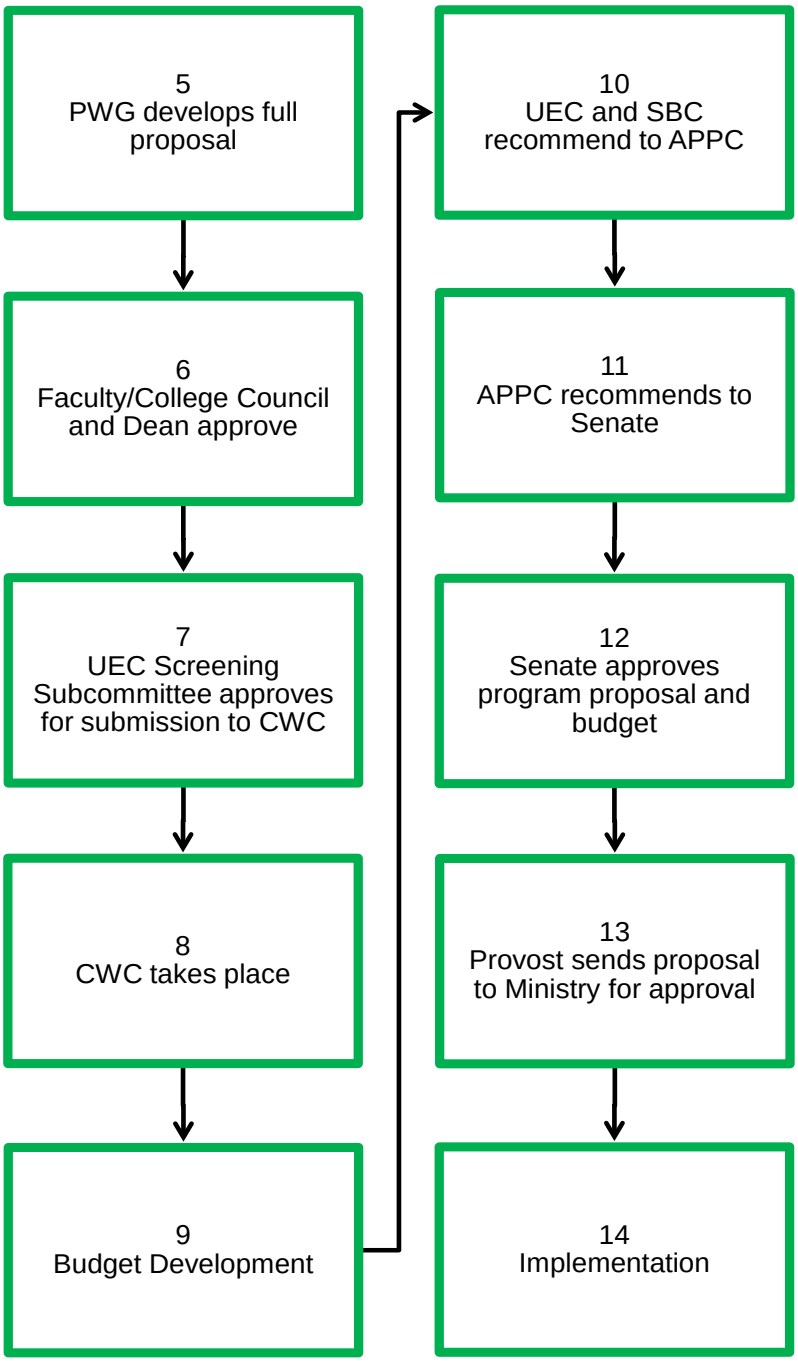
Development of full program proposal

5. **PWG develops full proposal:** With the assistance of the Program Development Coordinator, the PWG develops the program and writes the full program proposal (on the approved template). The PWG submits the program proposal and draft calendar copy to the PDO, who verifies that it is complete before submission to Faculty/College Council. The proposal will normally be sent to external reviewers early during the internal approval process. External reviewers' reports, and PWG's responses to the reports, will accompany the program proposal as it goes through internal review.
6. **Faculty/College Council and Dean:** Faculty/College Council (and, if applicable, the Faculty/College curriculum committee) and Dean review and approve the program proposal and, if applicable, the new courses related to the program. If changes to the proposal are recommended, the revisions are made by the PWG (using track changes) and the revised proposal is returned to the Council Assistant who verifies that they conform to Council recommendations.
7. **UEC Screening Subcommittee:** The Council Assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, with a copy to the PDO Assistant and the Dean. The UEC Screening Subcommittee reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the PWG (using track changes) and resubmitted to the Faculty/College Council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
8. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the PWG. The PWG monitors and responds to comments. At the end of the consultation period, the PWG makes any necessary change to the proposal (using track changes), and forwards the revised proposal along with consultation comments and responses to the PDO. New program proposals must remain at CWC for a minimum of four weeks.
9. **Budget development:** Development of the program budget is overseen by the Dean(s) and the Program Development Coordinator.
10. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The PDO Assistant submits the program proposal, calendar copy, and CWC comments and responses to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC). The PDO also submits the budget template and calendar copy to SBC, which reviews the proposal and confirms that the cost of implementation is adequately reflected in the analysis.
11. **Academic Planning & Priorities Committee (APPC):** The UEC Assistant sends the proposal, along with related documents and the UEC motion, to APPC, with a copy to the PDO Assistant. The SBC Assistant sends the budget templates and calendar copy, along with the SBC motion, to APPC, with a copy to the PDO Assistant. APPC reviews the recommendations from UEC and SBC, determines if the proposed program is in line with UFV's institutional priorities, and makes its recommendations to Senate.
12. **Senate:** The APPC Assistant sends the material received from UEC and SBC, along with the APPC motion, to Senate, with a copy to the PDO Assistant. Senate approves the program proposal and budget. (If required, the Senate Assistant will submit the proposal to the Board for approval. The Board Assistant will notify the PDO of its approval and send the proposal with any changes to the PDO.)
13. **Ministry approval:** Upon Senate approval, the program proposal is sent to the PDO for review and submission through the Office of the Provost and VP Academic for external approval. The Office of the Provost communicates the outcome of the Ministry review to the Dean responsible for the program, with a copy to the PDO.
14. **Implementation:** The Dean's Office decides on an implementation date and sends the calendar copy, along with related materials, to the UEC Assistant/Calendar Editor for inclusion in the Academic Calendar, with a copy to the PDO. If any changes were made to the calendar copy in response to the external review, those changes will be marked in track changes on the copy approved by Senate (or the Board).

Approval process for full program proposals



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UEC Screening Subcommittee

The UEC Screening Subcommittee reviews all course and program proposals following Faculty Council approval. This committee will approve minor course changes for publication in the Academic Calendar, and approve all other proposals for submission to the Campus-Wide Consultation (CWC).

Minor editorial changes may be made at this stage, and will be communicated to the developer and the Faculty Council.

Proposals requiring revision, additional information, or further consultation will be returned to the developer and the Faculty Council, and will need to be resubmitted to Faculty Council and the UEC Screening Subcommittee before they can move forward in the approval process.

The committee will meet once a month or bi-weekly as required, at the discretion of the committee.

Campus-Wide Consultation

The Campus-Wide Consultation (CWC) provides an opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback on the course or program submission preceding any consultation with Faculty Council(s).

New courses, major course changes, and all program proposals will be submitted for Campus-Wide Consultation following approval by the UEC Screening Subcommittee. Developers must respond to all comments submitted during the consultation process, and include this response with their submission to UEC. Comments and responses may be presented in a separate document or included in the rationale memo.

UNIVERSITY OF THE FRASER VALLEY

UEC CURRICULUM QUALITY SUBCOMMITTEE

TERMS OF REFERENCE

The Curriculum Quality Subcommittee is a subcommittee of the Undergraduate Education Committee.

Purpose:

The purpose of this committee is to

- Articulate components of quality curriculum that is informed by relevant university and external standards and practice.
- Consult with faculty councils and the wider UFV community about the guidelines as required.
- Prepare a draft guidelines document for discussion and approval at all levels (UEC, APPC, Senate).
- Identify additional tools and resources for developing and assessing quality curriculum with the goal of fostering a culture of commitment to quality.

PROCEDURES

The subcommittee will meet once per month until its work is complete.

The subcommittee will follow the key principles and curriculum considerations listed below as much as possible:

Key principles:

- The guidelines should provide a resource; a guide rather than a rule.
- UEC should be seen not as an obstacle to curriculum approval, but instead as an opportunity for good discussion and advice on good practices related to quality curriculum.
- Guidelines should connect to other assessment mechanisms, such as the program review process.
- The guidelines must be complementary to existing external curriculum assessments (such as those administered through the Industry Training Authority or the Canadian Association for Social Work Education, for example).

Some curriculum considerations include the following:

- Curriculum consists of more than just content/concepts; the presentation and methodology must also be considered in any discussion of quality.
- Curriculum should be designed in accordance with the needs of the discipline/field, and should include transferable skills (often referred to as the “hidden curriculum”).
- All course and program elements should be connected through outcomes, learning activities, assessment, etc.; students should be able to see why they are doing what they are doing, and how it connects to the bigger picture.
- Curriculum must demonstrate the accountability of instruction to students, potential employers, colleagues, administration, etc.

The subcommittee will be dissolved after the curriculum quality guidelines are approved. Every three years, the subcommittee will be reconstituted for the purpose of reviewing and revising the guidelines.

DRAFT

MEMBERSHIP

Membership of the subcommittee will include the following:

- Faculty representatives: at least one from each faculty (8 members)
    - Faculty of Humanities (1)
    - Faculty of Social Sciences (1)
    - Faculty of Applied and Technical Studies (1)
    - Faculty of Professional Studies (1)
    - Faculty of Science (1)
    - Faculty Access and Continuing Education (2 – one from Access and one from CE)
    - Faculty of Health Sciences (1)
- Teaching and Learning representative (1)
- Advisor (1)
- Program Development Office (1)
- Vice-Provost & AVP Academic and Deans' caucus representative (1)
- Student representative (1)
- UEC Secretariat/Calendar editor (1)
- University Librarian (1)

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE

TERMS OF REFERENCE

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.

2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.

3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.

4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.

6. Advise the Academic Planning & Priorities Committee on proposals for new and revised programs that occasion a change to the alignment of programs with institutional priorities.

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 2014 02 14
2014-15 Senate review complete, with revisions approved by Senate 2015 04 10

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE

COMPOSITION

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
- Coordinator, Program Development and Quality Assurance

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 2014 02 14
2014-15 Senate review complete, with revisions approved by Senate 2015 04 10